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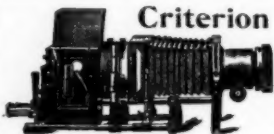
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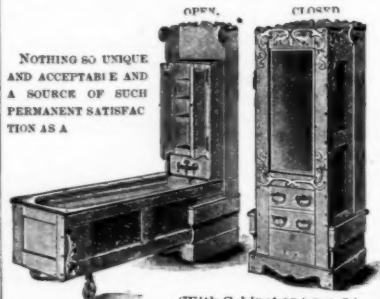
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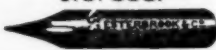
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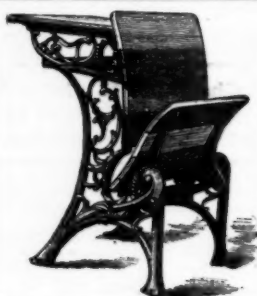
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A Weekly Journal of Education.

Vol. XLIX.

For the Week Ending September 29.

No. 11

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The business department of THE JOURNAL is on page 265.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

What Motive?

In the month of September of this year over 300,000 teachers stood before expectant groups of pupils. Various motives will actuate these men and women.

There will be a large number who have just emerged from colleges, normal schools, or academies; they are more or less in debt for the instruction they have received. In many cases the struggle for an education has been a most severe one; there has been close economy and yet there has been privation; there have been long vigils over text-books; there has been an expenditure that has outrun the savings possibly of years. So that the school is taken, in the first instance, as the readiest means of clearing off pecuniary obligations. The wages offered are to be sacrificed on the altar of Debt.

When one is in debt he will give his mind to some occupation whereby to clear himself. It is unfortunate for the schools that the doors are opened so readily by officials to those whose only motive is money. There is a distinction to be drawn here between one who has entered on teaching to make it a life business and one who enters on it until something else turns up. Both may be graduates from the same class, but the former looks at his money far differently from the latter. Nearly all our great men (by which we mean office-holders in general) were teachers perforce; they must have money; they knew enough to teach school in the way it was usually done, and that placed them in charge of fifty or more immortal beings for a time. But in most cases they despised the work.

A large number have selected teaching as a means of making a living. Not that they have special talents or tastes, but from the necessity of a permanent occupation that becomes apparent to all as soon as their mental and physical powers have matured. The world presses on all of us mightily; sometimes at a very early age it lays a heavy load on us. One selects the work of a carpenter, another that of a merchant, another that of a physician, another that of a teacher.

This may be looked at from different points of view. No man can select the work of an artist in this way. There must be special fitness to produce the painting or the sculpture. It was formerly thought that the minister should wait for a "call" before he entered upon preaching, but of late years less has been heard of this as a determining feature. But teaching is quite different from any mechanical pursuit. When the question of a life occupation comes up, before teaching is selected one's fitness should be considered before the mind's tribunal with conscientious thoroughness.

Does not teaching demand something more than scholarship? Is there not a positive need of a desire to be one of the forces to benefit and improve mankind. Certain it is, that from the very earliest moments of the world's history it has been seen that the power existed in one human being to operate on the destiny of another. As the centuries have gone on it has been apparent that certain ones possessed this power and they have been installed as teachers—here the word teacher is used broadly. And at this time there is a pretty well

settled belief in the minds of thinking people that nations prosper if they have able teachers. And there is a growing opinion that only men and women of special fitness should be put in the teacher's place in the school-rooms. Such persons are not actuated by the desire for money, nor by the pressure for a life occupation. They teach because of the joy there is in seeing human beings rise to higher levels; they comprehend the serious problems that arise when man is in a low condition; they see that the effort for advancement is not of man's origination. They feel themselves allied with the Creator in his efforts to redeem mankind.

Such men may have desires for property and occupation, for these are implanted in all of us, but they are subordinated to a high and noble purpose to act as a light bearer in the world. So that a young man fresh from college with a debt on his shoulders, may rank high in spite of his debt, or he may allow that debt to make a day laborer of him. If at the end of a day he feels he has \$1.45 more in his pocket he is a drudge; if he feels as the pupils file past him at night and look up in his face that he has placed each on a higher plane mentally and morally, he has the satisfaction an angel might feel who has performed a work of mercy.

What shall be the motive that actuates the teacher; the main motive, the propelling motive? This is the question the teacher should examine himself upon; if he acts upon low motives he will do low teaching, and his reward will be of a low nature. He may properly demand a good price for his services; there is no reward too great for one who teaches with right motives. Nor should any teacher confound motives with feelings. That one likes children is not a sufficient reason for teaching; or that one is a good person. Thousands of the latter are very incompetent. The motive that should actuate is the desire to place the child on a higher moral and mental plane. Conscious of possessing this power, conscious of wishing to do the child good, a man or woman may move in the school-room day after day and do a kind of work that none but such as they can perform.

The programs of a good many meetings of teachers have been scanned, and in none of them is a discussion prepared on "How county school superintendents should obtain office." There is not a thinking teacher that believes the Democratic or Republican convention is the body to pick him out. Let this subject receive attention at teachers' meetings. If Dr. W. T. Harris would state just how much is paid the county superintendents, it would be easy to say how much money was wasted by dividing the sum by 2; but that would not show the immense loss there is to the fifteen millions of children.

The end of education:—To think; to reason; to feel nobly; to see the relations of things; to put the ages together in their grand progress; to trace causes; to prophesy results; to discern the sources of power; to find true beginnings instead of unknowable causes; to perceive the moral as governing the intellectual, and both as dominating the material; to discern the lines along which humanity is moving, and distinguish them from the eddies of the day.—T. T. Munger.

How Shall the Child Study?

(Report to the superintendent of schools, Cincinnati, of a special committee appointed to consider this question. Mr. G. A. Carnahan, chairman.)

To this question we may perhaps give a partial answer by saying that the child should study—

- (1) With the proper aim and intelligence.
- (2) Under proper direction and teaching.
- (3) Under proper conditions.

In offering a word on each of these headings we may note briefly:

1. That the child is an organism developing from within outward, and the aim in its study and education is the evolution of all its faculties and capacities, and their discipline and training so as to bring out power and culture, and especially character building and virtue. The acquisition of knowledge merely, though important, should not be the main or sole object of education.

2. That the process of growth and development in its true form is slow and in many cases almost insensible in children, and cannot be measured by any positive standards; hence anxiety for definite and immediate results at stated times is apt to make the character of study and teaching narrow and formalized. Education should be broad and directed to *all* the powers of the mind, and the constant use of the mere carrying memory in rote and routine work should be discouraged.

3. That the first point to be secured in study and education is *activity* and *concentration* of mind. The subjects presented must, if possible, involve interest, curiosity, novelty, romance, or whatever will stir the nature of the child. The presentation should be graphic and pictorial. The method should always be to elicit and insure self-help. The Socratic method of interrogation and suggestion should be used to set going, change the direction, limit, or make more distinct and critical the thought of the child as he evolves his own knowledge with just so much, or rather so little, aid as is absolutely necessary to keep up action. Skilful questioning marks an able teacher. The child must learn "the art of picking the thought out of its verbal husk."

4. The pouring in process, the dogmatic statement of facts given in formulated expressions, and then drilled in by groove and mechanic recitation is not education. Thorough explanation, vivid description, pictorial representation, anecdote, story, and incident must make knowledge take root in the heart and imagination as well as the head. The simple memorizing of formulated truths is automatic or mechanical education, if it be education at all. It comes from the mistaken idea that *knowledge*, not *power*, is the end of education. This idea sets the Cook Book above the Paradise Lost because it contains more facts and more practical ones than the divine poem.

5. Study and teaching must be scientific, not mechanical. Self-help by pupil must go hand in hand, with inductive work by the teacher. Observation, comparison, judgment, the reasoning and generalizing powers of the mind must be brought into exercise rather than the verbal memory. The pupil, in many branches, like geography, may make his *own* facts; see the inter-dependence, connection, sequences, and relations of facts, and so make his own *law*. Such teaching forms the quick, self-reliant, reasoning, scientific cast of mind which makes a nation of scholars like those of Germany. To inculcate proper habits of study, we must *superinduce thought*. We must have words explained and develop the power to master the printed page. We must stop the child who is beating his breast and conning unmeaning words, and by questioning must *force* him to think. We must ask in our lessons and tests, for the *substance* and the *thought*, not the exact language, and be content with feeble and inexpert efforts at expression. By patience we can teach a thoughtful way of study and a habit of self-help. Especially is this so in higher grades, where children should be taught to seek out, and learn to *use* the *tools* of knowledge, books, encyclopedias, dictionaries, etc., and to bring to the class-room new matter of their own collecting. We should not greatly regard the amount achieved, but should consider that

the *habit* is invaluable, and a necessary element of good work. Help to study and think intelligently is the most important aid we can give to children, and a better one than cramming them with undigested facts, and making lumber garrets of the mind to stow away useless details.

6. Study the objective and concrete, not abstract and analytical. Objective teaching in number is admitted everywhere. Objective teaching in geography should have more raised form and surface maps for outline and elevation; more globes, pictures, stencil representations, and other appliances for reaching the springs of interest and imagination. Every school should have a set of Guyot's surface maps, and use them, too. The much neglected object lesson craze has fallen into far more disrepute than it merits, and the revival and constant use of observation lessons on things is desirable, not only for their use in training, but as a basis for language and composition lessons. The substitution of reading and picture lessons in composition work for those of observation, is taking these excellent aids to development out of vogue. The use of a concrete or synthetical method of teaching language by means of composition rather than technical grammar, so often affirmed by our principals is indicated by a correct theory of education. Spelling should never be taught out of its connection with reading.

7. The impulse to study should be a *love of knowledge*, and not the desire for *competition, results, or rewards*. Medals, prizes, and strong incentives destroy the dignity of scholarship, and, by opening the springs of envy, jealousy, and selfishness, retard character building in both pupil and teacher. They awaken propensities at war with the peace and harmony of the higher life. They introduce children too early to the strife which disregards kindness and justice.

8. Teaching and study should be with as little goading, stimulation, and over pressure as possible, consistent with a normal development of faculties. Every object or motive which spurs a teacher or pupil to undue anxiety or superficial work, or which tends to affect temper, integrity, or kindness to children, should be removed. All possible causes of nervous depression or physical debility should be taken out of a correct system of education.

9. Study must be under healthy physical and moral influences. Education must not be so much a matter of mental training, so much a matter of time tables, programs, or schedules of work that there are no opportunities for sympathy and affection between teacher and pupils. This humanity is an indispensable condition of any good work. No teacher can account her duty fulfilled who does not put herself in a feeling nearness to the health, home life, hopes, wants, and woes of the benighted ones often entrusted to her care.

10. Study must take in the forms of moral development and character building. Port-holes must be made in the course of study for the tender, the beautiful, the true, the good, wherever and whenever they can be brought in. Drill and work must stand aside for them. Discipline, too, is a part of this moral work, and in the hurry of over work may be made to educate into the hardness of criminals those who, if the reason and the heart had been touched and convinced, might have been made good and worthy men. Passion, stimulating resentment and stubbornness, dogmatic injunctions, awakening no reflection or acquiescence of conscience, reproof and punishment without kindness or sympathy, are every day making bad men out of our children. A heavy responsibility is on the teacher who from indifference, hurry, or want of self-control thus adds to the criminal classes of society, and a heavier one on any system which drives and goads its teachers, by over work, over anxiety, or nervous dread, to forget professional integrity.

11. While study and teaching in public schools must be methodical and uniform, yet we believe the tendency in our large cities is toward an over-organizing, and over-systematizing that gives too much rigidity and treadmill character to education. The "system" places too much stress and reliance on palpable and showy indi-

cations of progress, and thus offers a premium for the neglect of those more delicate, silent, and indefinable influences that make real culture and manhood. A quiet pursuit of a high and true ideal in teaching becomes each year more difficult in American schools because of a demand for superficial results which are at war with the fundamental ideas of education.

The Claim of the Body.

By CAROLINE B. LEROW.

In the practical work of the school-room strength of body is as necessary to the teacher as strength of mind. The most complete and brilliant mental equipment will be of small service to one who has no power of physical endurance. A lack of realization of this vital truth accounts largely for the immense amount of "break-down" among teachers, particularly young teachers.

To both pupil and teacher a sound body is quite as essential as a sound mind. Yet it is only of late years that this truth has been recognized. The education of the Middle Ages not only ignored the body, but assumed that intellectual advancement was in direct proportion to physical deterioration. Fear has been expressed that in these latter days of college athletics we are rapidly moving toward the other extreme, but the fear is groundless. No matter what foolish excesses may occasionally be committed in the name of college competition, rational, systematic physical development in its legitimate and desirable sense is as yet scarcely recognized in the average institution of learning.

As a result of this neglect there are sent out into the world every year a host of young men and women mentally gifted and developed, full of enthusiasm, full of theories, full of professional devotion, but with crooked spines, narrow chests, and shrunken lungs, unable to sit or stand erect, to walk a mile without flagging, to climb a flight of stairs without getting out of breath. Place one of these young persons in a school-room where she must stand for five or six hours every day, where she must talk constantly and make her words distinctly understood—in a large or noisy room, perhaps—where all the nervous force which she can command must be used for the discipline, and all the mental force for the instruction of from half a hundred to a hundred inattentive or disorderly children, and is it surprising that a few weeks or months of such tremendous physical strain, for which there has not been the slightest preparation, should result in complete physical collapse?

In view of these self-evident truths, what is the duty of the teacher concerning them? Her first duty is to herself. If lacking in physical strength it is her first obligation not only to herself, but to the pupils whom she instructs and to the profession which she represents, to receive some instruction in physical exercise, faithfully continuing the work until she feels that she has gained enough to warrant her discontinuance of it.

The exercises learned by the teacher should be given to the pupil. This advice is not volunteered thoughtlessly, but with full realization that sometimes more harm than good is done by the zealous but inexperienced instructor, herself only a pupil in principles. Still, if she can be sure that she violates no anatomical or physiological law, it is far better to give the exercise awkwardly than not at all.

Those who have had the good fortune to receive physical training during their own school course cannot fail to realize the amount of benefit to be derived from it, and will be sure, if possible, to make this work a regular part of the school program.

It is for teachers above all others to appreciate the fact that the body as well as the brain has some claim upon the attention of the teacher and some right to rational development. Not until the physical condition is cared for will the intellectual progress be satisfactory, or educational results be profitable and enduring.

The Schoolmaster's Spirit.

By M. L. TOWNSEND.

At a teachers' institute held in Onondaga county a good many years ago, the conductor had a class in "parsing." There was a time, it will be remembered, when the great aim of the teacher was to get his older pupils through the arithmetic and to parse Pope's "Essay on Man." After this, there was nothing more to be done. This was the era alluded to. The lines selected for parsing were from Campbell's poem beginning "O sacred Truth, thy triumph ceased awhile." A wrangle soon arose over the "parsing" of a word; some said it was a verb, others a participle, and the contention rose high.

In the evening the conductor and several of the leading citizens, all of whom had witnessed the wrangle, sat down at supper together, and the conversation turned on the incident. A clergyman of large culture and beautiful character said: "The spirit of those teachers is a wrong one; it is of the same kind as that evinced by the two disciples who wanted to be the chief personages in the heavenly kingdom." A lawyer said: "I was a teacher once myself, and I remember I used to busy myself with just such things—it is the flaw-picking spirit. No one can be a good teacher and possess it." A merchant said: "I have long felt there was something wrong in the spirit of those who teach our schools. They come to us with a little learning, most of it useless, and try to puzzle the children. Now as to that 'parsing,' I don't think it amounts to anything when you can do it. I learned to 'parse,' but it was so much waste time."

David P. Page, in 1844, found the schoolmasters of New York "tithing mint and cummin;" they would bring up knotty points in "parsing" when he conducted an institute. He felt and declared that the important thing was the possession of a right spirit. His excellent book on the "Theory and Practice of Teaching," first of all proposes that the teacher ask himself, "What is the spirit with which I undertake the work of teaching?" The efforts of this gifted and devoted man bore rich fruit. The one normal school founded by him has become ten; the new spirit he so desired to see replace the flaw-picking habit has become the spirit of the teacher of the entire state. "Parsing" has been dethroned. The teacher now strives to have all his pupils employ language to express themselves, and to have something to express.

The old education was well represented by "parsing," but blackboards were put in, pictures appeared on the walls, tables with blocks and letters and pictures for the young children, singing, calisthenics, and air of delight entered—growth and happiness were aimed at; the old has passed away. But not everywhere. In many parts of the country "parsing" is still going on. A school was visited in California where some boys and girls were working away painfully on sentences; their attitude showed that to them it was Greek, and not English. A class in a high school in Florida was found learning definitions of minerals. To the question, "Have you any minerals?" a negative was given. But how careful that teacher was to make them learn those definitions! And how useless!

What is the spirit of your school-room? Of what spirit are we as teachers? We stand to the pupils not only in the place of their parents, but in the place of their Creator. He has arranged the wonderful mechanism of the human being to do certain things, just as a man makes a watch to do certain things. What are those things? Reading, numbers, etc., are not the things; they are scaffolds to a structure merely that is in process of erection. A pupil who is brought under the influence of the spirit of right education never forgets it.

Spend no time in telling children what they already know, or what they are likely to find out soon by their own unaided efforts.—Williams

The Teaching Profession.

Education is the conscious effort put forth by men and nations to get freedom by getting knowledge of themselves and of nature. Its purpose is thus to gain mastery over the world within and the world without. It has always been going on from the unconscious aims and ideals of primitive races to the refined and broadened ideals of this century. From Socrates to this hour in zigzag, spasmodic, irregular movement, like all human growth, this sacred conflict for freedom has gone on, and the battle is still waging. It has shifted as to the subject of study, and, as to method, with shifting philosophies, creeds, and theories.

We shall seek here in the university, which, as an educational institution, is the "lineal descendant of the first solitary thinker, who, inspired by a thought of his own molding, sought to provoke the act of thinking in another;" to study this great problem in three phases: 1. As a history. 2. As a philosophy. 3. As an art.

Its history phase will concern itself primarily, not with biographies and theories, but with successive educational ideals that have appeared in the world. Each nation and each age have had their ideals of manhood and womanhood and have sought to reach them through training in the schools. We shall ask: 1. How each ideal has arisen? 2. How people have tried to perpetuate and broaden it? 3. Why it has given way to successors? 4. How can we best perfect and extend our own ideal?

All philosophy is the record of man's effort to find out about himself, and from this effort has been born a group of sciences; psychology, ethics, physiology, in which all scientific education has its presupposition. In its philosophy phase we shall ask: 1. How does the mind get ideas? 2. How does it shape them into judgments and syllogisms?

Its art phase will concern itself with the discovery of ways to present the subjects of knowledge to the learning mind in accordance with the laws of mental growth and action and with the mechanism of the school.

Our general aim is to discover some truth about these matters, to turn out some thoughtful men with scientific habits and educational sympathy, fit to teach and organize our schools; and finally to unite the public schools and the university, their logical and actual head, in close and sympathetic bonds.—*E. A. Alderman, in The Round Table.*

The Main Object.

The man who accomplishes much in this world's struggle must have a main object, an object that stands above the multifarious matters that all men must do, no matter what occupation they are in. The teacher who aims to make a distinctive mark must have an object that becomes a center for all his efforts. To aim to be the one—the principal of the school or the president of the college—is not what is meant. There is something the teacher in the humble district school may aim at in that very spot, and do it all the time.

What shall the teacher make the main object? The same that Jesus made his object, for if he looks to see what class he belongs to he will feel that he must be among those who attempt to lift men from lower to higher stages of thought and action. Let him ask himself if Napoleon or Shakespeare or Handel or Michael Angelo or Daniel Webster heads the army of which he is a member. He will feel that he belongs to a different set; that his aims are different. And if he estimates himself carefully he will find that his main object is the bettering of mankind.

It is altogether possible that selfish objects may be entwined with this main object. It may be that he will discover that he chooses to better mankind because of the money there is in it; if so, it is a pity, for there is but little money in such a business; a few men may

rise to a salary of \$2,000, fewer still to \$3,000, and very few indeed to \$5,000 in the work of teaching. Therefore to make this the object is pitiful. But there is a stronger reason. "No man can serve two masters." If one decides to make his life work the bettering of mankind he must not set up another object or the first will gradually pale and soon disappear.

It does not follow that one must not concern himself about a proper remuneration, or leave one field for another where a better remuneration is made. The point is that the object aimed at determines the quality of work. Thousands of those who serve in the kitchens do a noble work—they aim to make the household happier; this is what sanctifies the drudgery of the mother. The kitchen servant who does her work from the standpoint of making others happier is a different person from one who labors for the money to be received.

In the school-room the supreme thought should be a higher state of being for each of the pupils assembled. True, they will be better off for knowing how to read and write, but the teacher with high aims can do more for the pupil than to confer the power to read and write. A gentleman in Boston was sitting at his desk when a stranger entered and proposed that an order be given for business in which the stranger was engaged. Though his desk was piled with letters demanding answers he listened and gave an order. A year passed, the same stranger came, this time to say, "I cannot pass without thanking you; I cannot forget your kind way." And as he made annual visits he came in to express the fact that more was received in the order for business.

Those who make the main object a high object will accomplish a work that those who are satisfied with low objects cannot in any way reach. Let the teacher think often of the work done by Jesus; it was accomplished because He made his object absolutely the highest.

Practical Questions.

1. Are prizes in school objectionable?
2. Why should you know the parents of the children?
3. Is it well publicly to commend a pupil?
4. What are the great obstacles in the school?
5. What are the great obstacles in the teacher?
6. How can the moral side of a pupil be cultivated?
7. Is it well to rebuke a pupil in public?
8. Is it of real value to meet and discuss education?
9. Is a knowledge of the history of education of practical value?
10. What is the most serious mistake a teacher can make?
11. Why is the use of objects to be insisted on?
12. What would you do with a pupil that persists in disturbing the class?
13. What is the common mistake made by teachers?
14. Why is music indispensable in a school?
15. What educational maxim have you selected?
16. What are the main uses of the blackboard?
17. How can you promote punctuality?
18. How can story-telling or story-reading be made of value?
19. How can pupils be made to feel they are of great help?
20. How can boldness be suppressed?
21. What does the teacher feel to be the great objective point.
22. When would you use concert recitation?
23. Why have poems learned by pupils? And which?
24. How can you induce children to learn their lessons?

Every school should thoroughly inculcate the maxims:—All honest labor is honorable. Loyalty to a definite purpose is the condition of success in life. No man has the right of something for nothing. There is no abiding safety away from the path of duty."

The School-Room.

School Incentives.

By I. J. C.

The country is teeming with interest at this season to all the village children. The country teacher can utilize this interest to her advantage and their pleasure.

Form a club for tramping which may be called "The Cross Country Club," or any other name that the children may prefer. Hold out as an incentive to good scholarship the office of captain. The captain will naturally be the girl or boy who stands highest in his or her studies. Just here I would suggest that the teacher encourage the child holding an office to resign in favor of some other child. A timid child, perhaps, not blessed with brains, but who struggles conscientiously on. It is splendid discipline for the one and great encouragement for the other.

The other offices also are to be chosen according to the standing of the pupils. The teacher should, during the infancy of the club, hold one of the offices in order to guide and encourage. Beside the captain, there should be a first lieutenant and a second lieutenant and a secretary.

The duties of the captain will be to preside over the meeting; to suggest the direction of the tramp; and to take general charge of the entire walk. The duties of the first lieutenant will be to guard carefully any leaves, etc., that the teacher or scholars may think should be used in class for examination and study. For this purpose, he is provided with a tin box which will be strapped over his shoulder.

The duties of the second lieutenant will be to care for any bugs, etc., that are to be preserved. He will have a glass bottle with a tin cover to keep them in. The cover should be perforated with holes. The duties of the secretary will be to write an account of the day's jaunt. In case of the temporary absence of any officer the one immediately below him in rank will fill his place.

The object of the club, ostensibly, is to collect leaves and flowers and insects for the botany and zoology classes; to gather nuts; talk about trees; watch the clouds; breathe the fresh air; and to be happy. There is a world of knowledge to be gained in these walks. They should take place once a week, or Saturday morning, say. The day before the walk a definite object should be settled upon. I here give a skeleton of suggestions:

- | | |
|----------------------|-----------------------|
| I. Roots. | VI. Color of leaves. |
| II. Stems. | VII. Flowers. |
| III. Barks of trees. | VIII. Shape of trees. |
| IV. Branches. | IX. Grasses. |
| V. Shape of leaves. | X. Ferns, etc., etc. |

It will be for the teacher to suggest this logical sequence.

There is not a child who will not enjoy these walks and be the better for them. They will be full of instruction and pleasure. I think the fact that only the children who are studious, diligent, and well-behaved are allowed to become members will prove an incentive to good work. I am sure that the knowledge that the ill behavior on the part of any of the members will forfeit their right to join the rest, will prove a restriction to any unruliness.

In the case of the children who are too young to be taken or the older children who are unable to join the class through illness, etc., the teacher should appoint two children for each one absent—one to tell the absent one all that occurred, the other to collect flowers, etc., for him. This duty might be overlooked by the second lieutenant, if his other duties are not too engrossing.

On Monday morning a meeting of the club will be held. The secretary will read his notes and the class fill up the omissions.

Chalk Talks. I.

By D. R. AUGSBURG.

THE COCOANUT TREE.

A chalk talk is drawing on the blackboard and talking about it at the same time. It is one of the most interesting and complete means of imparting information and is splendid to give variety to Friday afternoon programs.

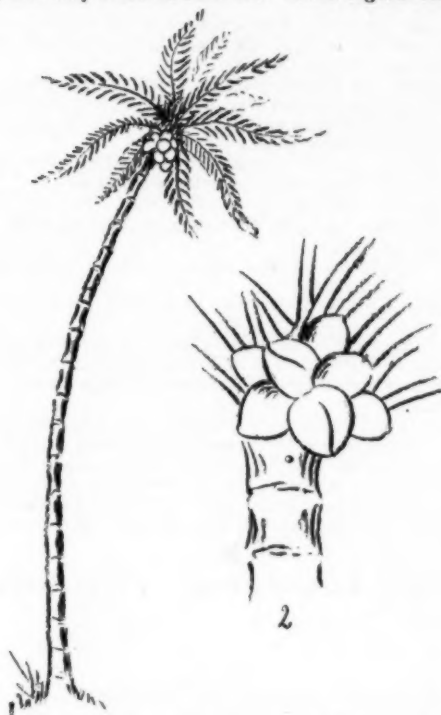
Preparation.

- (1) The subject should be one you know or can find out all about.
- (2) Carefully draw the illustrations.
- (3) Write facts in short, crisp sentences about each part of each illustration. The sentences must relate to the drawing.
- (4) Practice drawing the illustrations until the drawing of them is thoroughly mastered, and at the same time make the remark that applies to the part you are drawing.

The Chalk Talk.

The cocoanut tree is perhaps the most useful of trees. Every

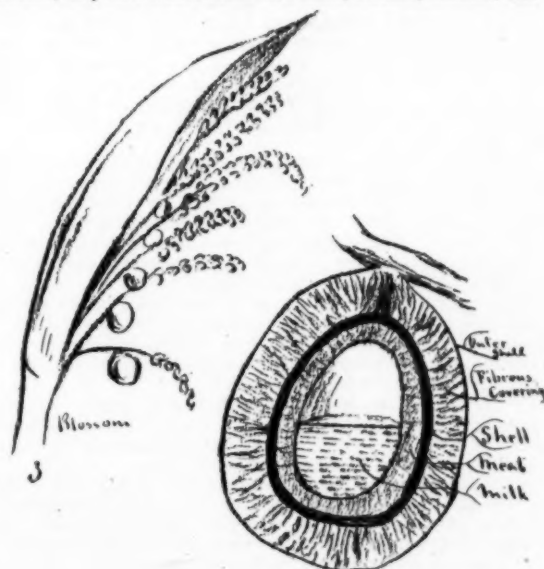
part of it is of value and is put to some useful purpose. It is food, shelter, and raiment to the people where it grows. (Begin drawing the tree, Fig. 1., and as you draw it make a remark about each part.) The tree is very tall, 60, 70, 80, and even 100 feet in height, and only 2 feet in diameter. These regular marks on



the trunk are the scars of old leaves that have dropped off. The distance between these scars marks the yearly or annual growth of the tree. The sap of the tree is sweet and a delicious drink.

The top of the cocoanut tree branches out into from 15 to 20 long leaves some of them 20 feet long. Just think of leaves as long as a small tree. Wouldn't it be jolly to use one as a sail. The natives do use the long midrib for oars. The part where it joins the tree is very hard, takes a beautiful polish, and is put to many purposes. The fibrous heart of the stems is made into cordage.

The leaves of the tree are used by the natives to cover their houses; they also weave them into mats, screens, baskets, etc.



Before the leaves come out a great terminal bud makes its appearance on the end of the trunk. This bud is esteemed a great luxury as an article of food. The tree is often cut down to procure this bud.

The nuts grow up here in large clusters at the base of the great leaves, like this. (Draw Fig. 2. Figs. 2 and 3 may be drawn on the blackboard before the talk, if preferred.)

The flowers come from a large pod (Fig. 3) very much like a milkweed pod. The fruit or nuts grow in large clusters containing from 5 to 15 nuts each. There may be 10 or 12 of these clusters on the tree at the same time but each, representing a different stage of growth.

Let us cut one of these nuts open and see what it contains. (Draw outside line of Fig. 4, the outer shell.) The outer shell or skin is thin and smooth.

Next comes the fibrous covering which is quite thick. The natives use this for fuel and from it scrubbing brushes, cordage, etc., are made. The cocoanuts we see in our markets usually have this fibrous covering removed.

This covering protects the nut from breaking when falling from the tree and from action of water when floating.

Next to this covering is the hard shell from which cups, gourds, and ladles are made. It is capable of taking a fine polish and has a rich color.

Inside of the hard shell is the snow white meat which we have all eaten.

This is used for food, and from it oil, soap, candles, etc., are made.

Before the nut is ripe this meat is in the form of milk, which is a most delicious drink. The milk that we get in the cocoanuts here is merely water that has been put in to keep the meat fresh and moist.

The sap of the tree is made into wine or sugar, even the root is useful. The heart of the young roots is sweet and palatable and is used for food, and the older roots are chewed for a narcotic property they possess. You see every part of this prince of trees is useful. What a grand symbol this is of a noble life. A life useful in every part, replete with all that is good and useful.

Reading Lessons from Text-Book. I.

THE TALE THAT NEVER TIRES.
(Found in Swinton's Third Reader.)

PART I.

Preparation. We have read very many stories in this reader. Some have been about "Home Pets," others about "Home Sports"; others still, about actions that were told as Bright Examples for us. The story in to-day's lesson is a very, very, old one. I have no doubt that your fathers and mothers have all read it; your grandfathers, too. Your great grandfathers might have read it, because this story was first published over 200 years ago, and has been put into many languages. It is read with as much pleasure by children of to-day as it was by those of long ago. This is why it has been called, *The Tale that never Tires*. It is about a boy who ran away to sea. Robbie may look at the first line and tell me the boy's name. "Robinson Crusoe."

How many boys have ever been to Coney island? Quite a number. How did you go, Charlie? "I went by the car." How did you go, Willie? "I went by the boat." Was it a boat with sails? "No, it was a steamboat." But, when Robinson Crusoe was a boy the use of steam for boats was unknown. Do you like traveling by boat, Willie? "O yes. It is very pleasant. I like to look over the boat's side and see the water dash against it. I try to see the fishes, too. And, then the sun shines so bright—and the sky is so blue—and it has white clouds. Sometimes lots of birds fly over the boat."

I think that Willie must have gone in the boat to Coney island always on very pleasant days. Harry, is it always pleasant traveling on the water? "Not when the water is rough and the winds blow, and it rains hard." Do you like to watch the waves dash upon the beach? "Yes, but sometimes I have to run fast away, or the waves would throw me down." What do the waves bring in? "Chips." "Shells." "Great logs of wood."

Suppose a storm were raging, and a vessel were in the strong waves, what might happen? "The vessel would be tossed about. Suppose a huge rock were near by? "The vessel might be thrown hard against the rock, a great many times, and be broken in pieces. That would be a shipwreck."

The Lesson.—Class may open books to 88th page. The six boys in first row may read in turn. Others will keep book shut. See! I have my book closed. Read very carefully, boys, so we may all understand. (A number of pupils read.)

Some boys may repeat what was read of Robinson Crusoe. "He was tired of home. He wished to go to sea. A sea captain invited him. He didn't bid his folks good bye." Boys, you read so nicely, that your classmates have been able to repeat very well. What has been said will form heads for a composition. Teacher writes on blackboard:

HEAD FOR COMPOSITIONS.

I. Crusoe's boyish wish; the invitation; the voyage.

What next happened to Crusoe? "The vessel was thrown on a rock, but Robinson was saved."

Teacher writes for second head-line:

II. The Shipwreck; fate of sailors; fate of Robinson.

What did R. C. then do? "Made a raft and brought things from ship." Third head-line shows;

III. The Visit to the ship; the raft; what was brought back; the cat and the dog.

After this I shall let you put heads upon blackboard. What is talked about in paragraph fourth? "His house." What was around his house? "A wall." How did he go up? "By a ladder." Why didn't he have a door? "He was afraid of wild beasts."

With a little help from teacher the next head reads:

IV. House—wall—ladder—why he felt safe.

What will be subject of paragraph fifth? "Animals." Yes, that is easily seen and we will say something about each. (Next boy writes on blackboard:

V. Animals; the goat; meat and milk from it; the turtles; poll-parrot.

Several boys read.

Teacher—You see that Crusoe had eaten up all the food he found on the vessel. He would soon have been very tired of nothing to eat but goat's flesh and turtles. It was very fortunate that those grains of barley fell on the ground. Lewis may write about Robinson Crusoe's new occupation on blackboard for paragraph sixth.

VI. Robinson Crusoe a farmer; seed; its growth; reaping; grinding grain; bread-making.

We have had a useful reading lesson. If you should tell your father to-night that you have been reading about Robinson Crusoe, perhaps he will laugh and say, "Why, I read that when I was no older than you." Perhaps he will want you to repeat the story. So, it will be best to copy these "heads" from blackboard. If you should tell a story from these heads, and then write what you say,—there would be a little composition. Try it.

PART SECOND.

Note: These lessons may, at the option of the teacher, be divided into portions suited to size of class, age of pupils and length of reading period.

Yesterday, in finishing our reading lesson, we left Robinson Crusoe living alone on his island and with no friend to talk to, and only dumb animals to love. You may be sure that he was sometimes very sad, and longed to go back to his friends. Our lesson of to-day tells what happened to Crusoe in the latter part of his stay on the island.

I see by the raised hands that you have finished reading the story at home. I thought you would. But we will read as usual in order to get some useful knowledge. Let us see to-day if we can discover the *qualities* that made Crusoe such a wonderful man. Stephen, will you write the *quality words* on the blackboard as we find them? I want you to notice that Crusoe was *sensible*. (Stephen writes word on blackboard.) He lost no time in moaning over his hard fate, but tried to make the best of it. He was always *active* and *busy*, even though he was alone. If he needed a tool, he found a way to make something that would answer his purpose. He had no sickle for his grain, but he could use a cutlass. He had no mill for his grain, but he managed to grind it in a bowl by means of a heavy piece of wood. He made of clay all his vessels for cooking; he was *industrious*.

Six boys read as many paragraphs. How did he make his boat? "He cut down cedar trees." What did he do when he found his boat too large to move? "He made a smaller one." You see he was *patient* and *persevering*. What did he make out of skins? "A suit of clothes, a hat, and an umbrella." He was very *ingenious*.

What discovery did he make on the island? "He saw human bones in the ashes." He must have been *observing* to detect that the bones were human. What terrifying scene did he witness? "Cannibals cooking and eating a prisoner. He saved the second prisoner." Crusoe was both *brave* and *kind* to risk his life to save a poor savage. Was Friday *grateful* to his preserver? "He became Crusoe's servant, and helped him launch his boat and till his land."

Tell me how Crusoe and his man Friday saved two other men. (Child relates story, teacher being careful that other children do not interrupt him. Teacher notes for subsequent corrections whatever inelegancies of speech, or inaccuracies of narrative occur.)

You see that island was not lonely now and as Crusoe was so *wise* and *just*, these men honored him as their chief. Still Crusoe wished to see his native land before he died, and you know that at last a ship came to the island, which carried him back to England.

Yesterday and to-day we read for information and for the pleasure of the story. We will read the tale again some time in order to give our very best style and expression so that we may be able to read it for others in a manner to make them enjoy it.

Our grammar lesson will be taken from the quality words on blackboard. Put each word into a sentence about Crusoe, according to model. If you cannot spell any word correctly use your books.

Teacher writes on blackboard, *Robinson Crusoe was ingenious because he made an umbrella out of goat skin.*

Note: In condensing the substance of this lesson to comply with space restrictions, the teacher has been made to appear as doing some of the pupil's work. Avoid this. Let pupils give the "quality words," for instance, and support them by descriptions of Robinson's conduct, the teacher supplementing where necessary.

Editorial Notes.

The year '94-5 will we believe be noted hereafter as the great educational year. An "educational boom" has set in that surprises even the most sanguine. From Vassar college comes a note: "The walls are almost bursting asunder; over 100 will have to board out in spite of the fact that a new dormitory has just been completed." Amherst college has the largest freshman class it ever has had. Union college begins its one hundredth year with the largest freshman class also. All this has a meaning. This country is not "going to the dogs" bad as things were in the summer. All that trouble came from an ignorant foreign population. We must educate their children to do better things than set fire to buildings.

"Taking a degree" seems to have been done too literally at Bologna. It has lately been discovered that the university seal has been forged and affixed to spurious diplomas. The chief offender has been arrested, and it is believed that the diplomas of other Italian universities will be brought under suspicion.

At Rutgers college the professors are trying to abolish a ruffianism known as the "cane rush" and other brutal initiation exercises. At Vassar there is the pleasant custom of several of the older students returning early as volunteers to give a friendly reception to the new comers and to assist in the general work of the opening days. The college girls can give the college boys a pointer or two as to how to behave in a civilized community.

The changes in the school law in New Jersey have met with much opposition. By the new law districts were united so that it is now a township system; instead of 1100 districts there are 500 townships. It is believed that this will give better men for trustees. Another law was passed for supplying text-books free. At the township school meetings the people are compelled to vote a tax for free text-books; if they do not they get no money to run the schools. This compulsion to vote taxes for free text-books is what renders the law obnoxious and creates trouble; the consolidation law would have met with no opposition had not the text-book law been also passed.

The University of Königsberg now expels students who take part in duels. Good! Now let Bonn, Göttingen, Munich, Jena, and the other German universities take a stand in this question. It is high time that the medieval practice be abolished.

A number of the state agricultural colleges make special provision for students wishing to work their way through college. Such students work daily on the experimental college farm, and receive current wages. There are many free scholarships in these colleges, and board and lodging are cheap, so that a working student finds that his labor goes far toward paying his way. Tutoring pays better; opportunities, however, are few and found only in the greater colleges.

The *Hochschulschriften*, a widely read university review published in Munich writes:

"On May 25 died at Brooklyn in his sixty-fourth year Dr. Jerome Allen, dean of the School of Pedagogy of the University of the City of New York, of which he was the founder. Before that there was no institution of this kind; pedagogy as an independent discipline was something new in the United States, and Allen had to battle with many prejudices and difficulties till he succeeded to raise the branch he represented to a plane equal with theology, law, and medicine. In 1890, the University finally adopted a principle through which the School of Pedagogy of the University of the City of New York was established and declared a college which shall give higher instruction to those who have chosen teaching as a profession. Allen, moreover, has greatly promoted the study of geography through his system of map drawing which is adopted almost everywhere in the republic. In 1892 he took leave of absence to strengthen his health and visited European universities, particularly those of Germany, to study their organization and ways of geographic instruction.

In a review Dr. B. A. Hinsdale's work on "How to Study and Teach History," the *Evening Post* of New York gives a few timely points on pedagogic study in general. It says:

"The prejudice against teachers' guide books is dying fast, if it be not now dead. The teacher taught is no longer looked upon as a fine old English comedy. But a few years since, and though one might write 'The Microscopist's Vademecum,' 'The Moulder's Manual,' or 'The Boys' Own Book of Games,' without provoking ridicule or obloquy from any of the influential classes addressed, the humblest attempt at pointing out to teachers the better way had much the same effect as the annual gift received by a worthy dissenting minister of Lancashire from a church-going neighbor of a parcel of Windsor soap. 'They tell me, said an applicant for kitchen service to a lady well known in the realms of cookery and fiction, 'that you teach your girls to wash dishes.' 'I do,' replied the lady. 'Well,' said the applicant, after an indignant pause. 'I think dish-washing comes by instinct.' So, doubtless, have many teachers thought of their vocation. Normal schools were bad enough, but a normal press, if one may use the phrase, was an intolerable abnormality. All that is changed; teachers have become educators; education has evolved into pedagogy."

Would that we could add: and *all* teachers have become students of child nature and pedagogy. But there is at least a large and growing number, and to them belongs the future.

The extraordinary advancement of the West in educational matters is something that surprises as well as pleases. Let us try to state this more clearly. In a daily mail of 500 letters and upwards (1) asking for samples of papers, (2) enclosing money for books or papers, (3) making pedagogical inquiries, (4) criticizing articles in papers, or (5) asking as to places to obtain instruction in pedagogy, the majority will come from the West—beyond the Alleghenies not only, but beyond the Mississippi. As is well known known our Western office is at 262 Wabash avenue, Chicago; every visit made there finds an eager company of teachers and principals examining books, periodicals, and papers relating to education. Mr. Flanagan reports that the interest did not flag at all when the World's Columbian exposition came to an end, and that it is this year at a higher point than ever.

This is worth considering. Is it a fact that Western teachers are more interested in education than Eastern teachers? Compare 10,000 teachers west of the Mississippi, say in Minnesota, Iowa, and Nebraska, with 10,000 in New York and New England; is it not a fact that a larger per cent. in the former will have what may be called an *educational interest*? There was a period—1855 to 1875—that may well be called the dark ages of education in America; it extended over New England dreadful as such statement may seem. (It almost paralyzes the hand to write such a statement.) It was the "ice age." As in the "ice age" a few mountain tops are said to have been above the awful landscapes of congealed water, so in the educational dark ages of '55 to '75 there were a few who would teach scientifically even in New England and New York—at least as scientifically as they knew how.

The dawn of a better day seemed to rise in the West and travel East. The fine scorn with which the statement was received that the teaching at the West was more pedagogically correct than at the East is well remembered. But a reaction set in; Col. Parker lifted the Quincy schools into a prominence that caused them to be visited; the Martha's Vineyard institute was founded, other summer schools were started, and the educational situation improved fifty per cent. But similar things were done at the West; advancement was the order there, too; so that educational interest there is worthy of the grandeur of the territory.

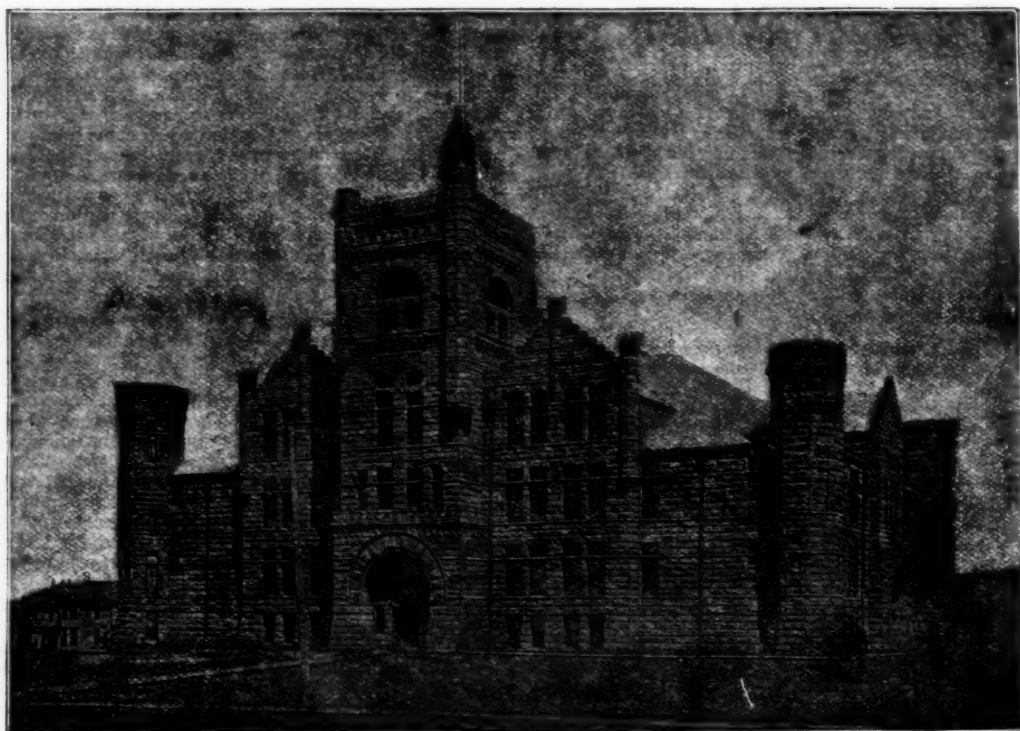
It is not intended to offer an explanation of this; it is simply due to the West to make the statement; and it is worth while for the teachers at the East to bear in mind that there are more worlds for them to conquer.

Of "Great Teachers of Four Centuries," by Ossian H. Lang. *The Schoolmaster* (London) says: "Anyone desirous of making a speedy acquaintance with an outline history of the great movements and masters of the past four hundred years, that have shaped the theory and practice of the education of the present, should buy this little handbook. Within the compass of some sixty pages we find a clear and concise account of the ideas of Sturm, Rabelias, Bacon, Comenius, Locke, Basedow, Rousseau, Froebel, Herbart, Horace Mann, and others, of any of whose educational achievements a teacher cannot afford to be ignorant; yet, through stress of circumstances and lack of opportunities, he might be prevented making the necessary researches into larger volumes. This is a useful and valuable summary of the history of the educational experiences of the past. The portraits that adorn the pages add an additional interest to this little work."

I add a few notes from an Oxford graduate to supplement my letter from Oxford. In one point I find I was not correct—the students *are* questioned by the professors in classtime.

A. M. K.

"I think the standard for entering the University of Oxford is not high. The entrance examination is called the 'matriculation examination.' The subjects are arithmetic, algebra to quadratic equations or two books of Euclid, Latin and Greek grammar; some Greek and Latin literature, a translation of English prose into Latin—about ten lines. The fees vary in the colleges; so does the price of rooms, board, and tuition. I paid about \$175 per term or \$500 per year, for fees, board, and lodging. It is possible to live out of college and then the cost of board and lodging can be much reduced. There are three terms, each of eight weeks; an economical man could live on \$7.50 a week or less; in fact many men have got degrees in three years at a cost of \$250 a year, but the average is probably \$1000 per year. Students are not obliged to attend chapel. At Balliol college students of all denominations are found, also Japanese, Hindus, &c. Each college has its own rules as to the number of lectures which a student must attend. I was required to attend only ten, but from choice attended fifteen. The students are questioned both orally and on paper daily, weekly, terminally, and yearly. No marks are given in most colleges. The graduating fee is usually from five to eight guineas. Wealth and rank have the same place at the university as in the world. There is quite a difference in the colleges; those who are credited with having the most reading done are Balliol, New college, Magdalen, and Corpus Christi."



HIGH SCHOOL, SIOUX CITY, IOWA.
Seating Capacity, Assembly Room Plan, 800; High School Plan, 500.

Dartmouth college has entered upon its 126th year. The entering class this year numbers over 100, and there are accessions to each of the other classes.

Pratt institute has opened for the fall term. Two new courses have been added to its curriculum. One is in domestic art and domestic science, and the other in food economics.

The session of the Adelphi academy in Brooklyn was opened Sept. 20, and nearly one thousand pupils were on hand. There was much surprise among them on finding that ten of their old teachers were absent. Dr. Charles Levermore, the principal, in his opening remarks said that the changes had been made for the benefit of the school, but this did not seem to satisfy the pupils. It was thought that the teachers in the Adelphi were of the best quality.

Last week Houston, Texas, celebrated the laying of the corner stone of her new high school with appropriate ceremonies. Among the speakers on the program were Supt. W. S. Sutton, Prin. T. G. Harris, of the high school, Mr. C. Lombardi, the mayor of the city, the president and secretary of the board of school trustees, and the chairman of the city council's school committee. Some of the Northern cities can take a lesson of Houston as regards liberality in appropriations for school purposes.

At Princeton considerable changes have been decided upon in the course of general science whereby the number of required studies has been decreased and the number and scope of elective studies largely increased. The latter now number 20 and 21 subjects in the first and second terms of the junior year respectively and 37 and 44 subjects in the corresponding terms of the senior year. This will give the students a better chance to follow their own inclinations as regards the preparation for their life work.

Chicago has 3,600 teachers and employs about 400 new teachers each year. Two hundred of these are selected from experienced teachers from other sections of the country. The others are graduates from the city training school. Salaries for primary and grammar school teachers are as follows: 1st year \$500, 2d year \$550, 3d year \$575, 4th year \$650, 5th year \$700 and \$725, 6th year \$675, and \$800. A difference of \$25 is made between the primary and grammar grades. High school teachers have salaries varying from \$850 to \$2,000 a year.

In the Brookline, Mass., public schools the general meeting for all teachers is on the first Thursday of each month at 3 o'clock, P. M. The grade meetings occur monthly. Grades 1, 2, and kindergarten on the first Tuesday; grades 3 and 4 the second Tuesday; grades 5 and 6, third Tuesday; grades 7, 8, 9, and 4th class high school, the fourth Tuesday, at 3 o'clock, P. M. The high school teachers meet with the master on every Monday afternoon. Science lessons are given the teachers on the third Thursday of

each month, at 3 o'clock. Instruction in gymnastics will be given in connection with these meetings. Meetings for drawing will be called as may be necessary.

Educational matters in East Tennessee are looking forward. During the summer, Supt. Smith has authorized a greater number of county and district institutes than in any preceding year. At Mount Eagle and Knoxville, the four weeks' Peabody institutes were held. Besides these an eight-week summer normal was in session at the Holbrook normal college at Fountain City. This institution enrolled 300 pupils, not including 100 who attended the normal music school in August. The people of Knoxville and vicinity are patriotic and progressive, and take great pride in their schools.

New York City.

The new buildings of the Teachers' college (120th St. West,) opened Sept. 24, while very spacious every room is likely to be filled. The halls were overflowing with animated throngs of parents and children. One of the two buildings is for the college and the preparatory school and the other for manual training; this last is the most complete of its kind we have seen. Pres. Harvey announced that the lunch would be considered one of the exercises of the day and provided for—bouillon and sandwiches forming the main part—a sort of table d'hôte will be opened at low rates. Much remains to be done in the rooms where machinery is to be placed; but the three great elevators are in operation. The view of the Hudson from the upper windows is very fine.

Dr. H. R. Palmer is giving a series of free lessons in singing in the Broome street tabernacle. The first lesson on September 24 was a class of 500 men, women, and children. The candidates for membership in the class gave their names and addresses, and each received a ticket.

The ticket read on the face that it was good for eighteen lessons, and around the edge were eighteen numbers. On the back were these rules:

The holder of this ticket is entitled to one term of class lessons free upon the following conditions:

1. Regular attendance. (Two consecutive absences forfeits this ticket.)
2. Purchase of a class text-book at cost, 50 cents.
3. Attention and proper deportment.
4. Cheerful compliance with the teacher's requests.
5. This ticket must be presented at the door each evening to be punched.

Dr. Palmer began by telling his hearers: "In the first place you must sing. In the second place you must sing hard, and in the third place you must sing harder." He then struck a note on the organ and asked the class to sing the note and call it one. In a few minutes he made his patent vocal modulator plain and the 500 pupils went skipping over the scale calling each tone by its name. Before Dr. Palmer dismissed the class, after an hour and a half of training, his pupils were singing simple airs by note.

English Educators of the Present.

[SPECIAL CORRESPONDENCE.]

Dr. Joshua G. Fitch is the popular educational man among all classes in England. He is now seventy years old, having been born in 1824. After completing his studies in the University college, London, in 1852 he became vice-principal of Borough road training college, and in 1856 he succeeded Dr. Cornwell as principal. In 1863 he was selected as one of her Majesty's inspectors of schools and during his 30 years service has rendered invaluable assistance in all the various stages connected with the state organization of elementary education. In 1877 he became chief inspector for the eastern division and finally in 1885 was appointed inspector of training colleges for women. Besides the duties in these positions he has discharged others equally onerous, such as assistant commissioner (1865-1867) to the schools inquiry commission and as special commissioner on the educational prospects of the large cities of the country. Both of these related chiefly to the grammar schools and his reports were documents of the greatest help to the government. In 1888 Dr. Fitch visited the United States and received most generous recognition and his "Notes on the American Colleges and Schools," first printed in the English blue book, ultimately were widely circulated in the states. It is said that Dr. Fitch is almost as well-known in America as Rev. Quick, and his articles always receive a hearty welcome and wide circulation there. In 1882 Dr. Fitch delivered a series of lectures at Cambridge university on teaching and these addresses were afterward enlarged and form the well-known "Lectures on Teaching"; a book which has had a world-wide circulation. He is a fellow of his university and acts as an examiner in English language and history. He is also a Chevalier of the French Legion of Honor; needless to add that he is connected with many colleges and educational foundations. He is a living educational power in England and has been the source of the highest ideals, that evidently stand before the teachers beckoning them to greater excellence.

Percy A. Barnett is undoubtedly one of England's coming educational men, and is looked upon as the man upon whom Dr. Fitch's mantle will ultimately rest. Mr. Barnett was a pupil at the city of London school and in his last year there gained a scholarship of \$250 a year for Classics and English at the school, and an open-scholarship of \$400 a year at Trinity college, Oxford, where he had a brilliant career. Leaving Oxford he became professor of literature and history at Firth college, Sheffield, and stayed there till 1888 when he became principal of the Borough Road training college, a post once held too by Dr. Fitch. Here he was wonderfully successful. He raised the quality of the teaching, inspiring the students with genuine self-respect and with a pride in teaching with a scientific spirit. He has taken a prominent part in the Teachers' Guild of Great Britain and Ireland and is in favor of the universal registration of teachers. Early in 1893 he was offered by the government the position of inspector of schools. We have an index to the character of the man when we learn that he relinquished a salary of \$4000 a year for one of \$2000 a year, because it opened a larger field for the objects nearest to his heart. At present he is acting as assistant inspector of training colleges, and is full of enthusiasm and a desire to raise the whole of these institutions to the level of the great purpose for which such institutions should exist. Not yet middle-aged and full of vigor, Mr. Barnett is undoubtedly marked out to play an important part in England's future educational achievements.

Mr. T. J. Macnamara, the present editor of *The Schoolmaster*, was born in 1860 and served as pupil teacher in Exeter, 1874-79; going thence to the Borough Road training college, 1880-1; he became assistant master in Huddersfield, 1882-4; head-master in Bristol from 1884 to 1892 when he was appointed to his present post. Mr. Macnamara, though young, is in the forefront of the educational movements in England. He is a vigorous champion of the teachers both in his paper and on the platform and gives home truths in terse and convincing language. He has made *The Schoolmaster* a living power and has largely added to its circulation and increased its size. *The Schoolmaster* aims to improve the material condition of the elementary teachers, protect them from abuses and raise their salaries, secure pensions and permanency of tenure. All these have a ceaseless advocate in him. He is very popular with the great body of teachers, and at Easter last was elected vice-president of the National Union; in all probability next Easter will witness him installed as president. An important paper read by him at the last annual teachers conference on the wretched condition of the village schoolmistress has engaged national attention. Mr. Macnamara has been adopted by the West Lambeth ratepayers as a candidate for the London school board, which is to be elected on November 22; he is an out and out opponent of the majority's policy on the religious question. It would not be surprising if Mr. Macnamara should ultimately become a member of the imperial Parliament.

Mr. J. G. Fitch is writing a volume on Dr. Arnold and Matthew Arnold for the series of "Great Educators," to be published at

popular prices by Mr. Heinemann. A great man on great men; the work is being eagerly looked forward to by all the army of educationalists.

Brooklyn.

The New York *Times* has ascertained that there are 4,000 children in Brooklyn who want to go to school, but who are unable to do so, because there are no seats for them in the public schools. They are of the legal school age, and they are entitled to free tuition, but owing to the lack of accommodations they cannot get into the public schools. Supt. Maxwell is quoted as saying:

"Certainly no one regrets more than I do the fact that several thousand children are unable to be provided with public school facilities this fall. The condition of affairs is a matter, also, of general and deep regret on the part of the board of education."

"The responsibility for the failure to provide ample school accommodations does not rest with the board of education. The board of education asked the board of estimate recently for \$600,000 for new schools and for extension of school facilities. The board of estimate gave us nothing from the general tax levy. There is only about \$150,000 yet available this year for new schools. Next year the city is authorized by law to issue \$250,000 in bonds for new schools, and \$250,000 in bonds in 1896 and 1897. A committee of the board of education is now considering available sites for new schools."

Last year there were excluded from the schools of Brooklyn during September and October 4,635 children, as against 3,481 excluded in September and October, 1892. The number of schools in Brooklyn has increased from forty-eight in 1882 to eighty-five in 1893, or over 77 per cent. During the same period the sittings have increased from 63,312 to 99,721, or 59 per cent.

What is the use of having a compulsory education act passed by the state legislature if an unreasonable board of estimate can block its enforcement by refusing needed appropriations. The citizens of Brooklyn are known to take much pride in the schools of the city. Why do they not rise and demand of the board a speedy reconsideration of their foolish decision? Debarring from the schools four thousand children who hunger for an education is a blot upon Brooklyn's record that should be wiped out at once. Supt. Maxwell has suggested several remedies that ought to be adopted till the needed new school buildings can be provided.

Teachers' Examinations in Kansas.

From a circular issued by State Supt. H. N. Gaines we notice that great advance has been made in Kansas as regards the certification of teachers. Hereafter two grades of high-class professional certificates will be issued by the state board of education: the three-year state certificate and the life diploma.

To be entitled to a three-year certificate one must have taught at least one year and must produce satisfactory testimonials from reputable persons in regard to temper, manners, moral character, and professional standing. Besides he must pass a satisfactory examination in the following branches:

1. English (spelling, reading, penmanship, composition, and grammar, including the structure of words);
2. Mathematics (arithmetic, bookkeeping, algebra through quadratic equations, and plane geometry);
3. Geography (physical and political);
4. History (United States history, general history, and civil government);
5. Physiology;
6. Natural philosophy;
7. Botany;
8. Zoology;
9. Geology;
10. Industrial drawing;
11. Mental science;
12. Professional subjects (philosophy of education, history of education, school law, school management, and methods of instruction.)

For any two of the branches numbered 7, 8, 9, and 10, any two of the following may be substituted: political economy, chemistry, Latin.

How many states are there which demand of candidates for a three-year certificate a knowledge of the five professional subjects mentioned in the above list? Kansas has taken the right stand in this matter. The examinations in psychology and the pedagogic branches there is not a farce, but a serious business. Five hours and a half are devoted to it.

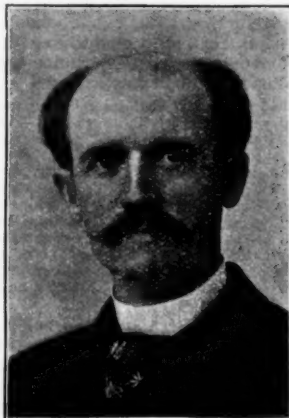
To be entitled to a life diploma, candidates must pass a satisfactory examination in all the branches required for a three year certificate, together with solid geometry, political economy, elementary chemistry, and Latin (grammar, reader, Caesar, and Virgil, or equivalents). Knowledge of German or French might have been allowed as a substitute for Latin. Acquaintance with a modern language having a rich pedagogic literature is certainly worth more to the teacher than Latin. Still on the whole, Kansas has done better than most of the other states and has shown the way to a higher plane.

Another attainment that will meet with the highest approbation of all friends of educational progress is the following: "These certificates and diplomas supersede the necessity of any and all other examinations of the person holding them, by county, city, or local boards of examiners, and are valid in any county, city, town, or school district in the state for the term of years therein set forth."

This puts Kansas at the head of the procession. With such an inducement held out to them, teachers will be stimulated to make a broad preparation for their work and to use every effort to obtain the highly honorable and official evidences of scholarship and professional qualification.

Edward G. Ward.

Mr. Ward, the senior associate superintendent of public schools in Brooklyn, is a native of that city, and a descendant from an old colonial family. He was born June 18, 1843. Since the early age of five years, when he became a pupil of a New York school, he has been connected with our system of public education. When only twelve years old, he was made teacher of the lowest



EDWARD G. WARD.

grade in a Hoboken grammar school, where, at seventeen, he became vice principal. He resigned his position at the age of twenty, and entered the New York State normal school, as a student, where he took a partial course, afterward continuing his professional studies under private tuition. While still but twenty-one, he was principal of Hoboken's first evening school. Although his salary at this time was but \$800, he refused to give up teaching to enter another calling at \$1,500 a year. In 1868, Mr. Ward became principal of grammar school No. 1, Bergen, N. J., which school afterward became No. 11, in the Jersey City system. After

teaching for several years in the Jersey City normal school, he was appointed to the principalship of one of Brooklyn's large schools, No. 19. In 1885, he left this position to enter upon his present duties.

Mr. Ward's has been a remarkably successful career. Beginning work as a teacher at an early age, he won his way steadily onward and upward by the exercise of those qualities which have made him a stimulating force among present, and a pleasant memory with past, associates. These are chiefly fearlessness, enthusiasm, magnetism, sympathy, and a great love of children. To teach and help the teachers, quite as much as to examine them is his effort as their superintendent.

As author, Mr. Ward's chief productions have been a set of copy-books giving a series of forms for letter-writing and business transactions (the first set of its kind), and the system of first reading known as the Rational Method, now going through the press of Silver, Burdett & Co. These books embody the work whose success has won renown recently in the public schools of Brooklyn.

New York City.

W. E. Wilson.

Prin. Wilson, of the state normal school at Providence, R. I., was born and grew up on a farm among the hills in a secluded part of western Pennsylvania. The district school which he attended was kept in a primitive log house for four months in the year. When seventeen years old, just at the close of the war, he began working his way through college. After completing a course at an academy and at a normal school and teaching about eight terms he entered Monmouth college at Monmouth, Ill., and was graduated from the classical course in 1873.

After teaching one year in the state normal school of West Virginia and two years in the Nebraska state normal school he spent a year of study abroad. Returning in 1876 he taught a year in the military academy at Morgan Park, Chicago, and then in Nebraska as principal of high school, and superintendent at Brownville, and North Platte. During this period he often lectured before teachers' meetings and conducted a number of teachers' institutes in Nebraska and in Iowa. In 1881 he married the daughter of Captain Z. D. Ramsdell of Ceredo, West Va., and became professor of natural science in Coe college, at Cedar Rapids, Iowa.

In 1884 Mr. Wilson came to Providence by invitation of Gen. I. J. Morgan, then principal of the Rhode Island state normal school, with whom he had been associated in Nebraska. In the ten years that he has been connected with this institution he was first teacher of physics and the biological sciences, later he taught pedagogy instead of physics and became principal in 1892.



W. E. WILSON.

Since he has been in charge of this institution, a school of observation and practice has been established and many other improvements introduced. The educational movements in which Mr. Wilson is most particularly interested and in which he has done some very successful work are child study and physical education. Under his management the school has made appreciable progress. The course has been lengthened to four years and an appropriation for a new building secured by the board of trustees.

THE RHODE ISLAND STATE NORMAL.

About the year 1842 Dr. Henry Barnard began to stir public sentiment in Rhode Island in behalf of a state normal school. In that year the general assembly created the office of school agent, and appointed Dr. Barnard its first incumbent. He established what he called "an itinerating normal school agency," advocating in every part of the state better schools and more competent teachers, and urging the establishment of a normal school. Three years later, a bill was passed authorizing the establishment of such a school. But no appropriation was made for carrying the provision into effect. Because of this neglect on the part of the legislature a private normal school was opened in 1852 at Providence by Prof. S. S. Greene. Two years after this the general assembly actually established the state normal school in the same location that the private school had occupied. Daniel P. Colburn was the first principal. In 1857 the school was removed to Bristol, but on account of the depressing times of the war period the patronage had become so small that the school was discontinued in 1865. In 1871, through the exertions of Commissioner Thomas H. Bicknell the school was re-established in Providence.

After the resignation of Principal Greenough in 1883, the great work of the school was carried on by Thomas J. Morgan, D. D., until in 1889 he was appointed commissioner of Indian affairs. His successor, George A. Littlefield, of Newport, resigned in 1892 to engage in the practice of law, and William E. Wilson, the present incumbent, was elected to the office of principal.

—By the EDITOR.

Stockton, Cal.

Since the founding of the city of Stockton in 1850 its schools have kept well abreast of the times, and during the last two years, under the leadership of Supt. Jas. A. Barr, have become notable among those of the Pacific slope. Supt. Barr and the board of education have been untiring in their efforts to improve the condition, especially of the elementary grades and the methods there employed. The excellence of the school libraries is to be credited to their recent labors also. Various attempts have been made toward organizing the city teachers for purposes of professional study. By the present plan weekly grade meetings are held under the direction of the superintendent and special teachers. These meetings are so arranged that each teacher devotes a minimum of two hours weekly to professional study.

Emporia, Kan., State Normal School.

This school was established by legislative enactment in 1863, for the purpose of educating and training teachers for the public schools of the state. The high rank which it has attained under President A. R. Taylor induced the last legislature to name it as the standard by which the state board of education should measure the other higher institutions of learning which may apply for the approval of courses of study. During each of the past three years, the number enrolled was nearly 1,400. Last year 91 counties and 18 different states and territories were represented; 358 students held first or second-grade certificates on entering; nearly 100 were graduates of high schools, academies, or colleges; and over 500 already had experience in teaching. The graduating class of 1894, 97 members, averaged nearly 24 years of age, with an average teaching experience of nearly three years. This shows how large a number of experienced teachers find it profitable to enter the school. Its graduates and undergraduates occupy responsible positions in nearly every city and county in the state. The value of buildings, apparatus, and endowment fund now approximates \$450,000.

The question, "Does it pay to attend the state normal school?" is thus answered in a circular sent out by the institution: "The class of '92, 78 in all, contained a large number of experienced teachers. Almost without exception they secured good places at advanced salaries. Thirteen of them reported salaries per month for last year as follows: \$75, \$70, \$65, \$75, \$90, \$80, \$65, \$85, \$9, \$875, \$75. Before attending here, the first nine received salaries as follows: \$55, \$50, \$60, \$40, \$75, \$60, \$40, \$60, \$50. The salaries the remaining four received are unknown, though certainly no higher on the average. The average the thirteen received last year was nearly \$76; the average before coming to the school was less than \$55. Seven members of the class secured principalships of high schools; 15, principalships of city or village schools. Nearly all of the others have much more desirable positions than they held before, and many who had never taught entered at once upon delightful work. The members of the class of '93 have located just as profitably."

New York.

Now that the Republicans are likely to carry the legislature the question the teachers are asking is, Who will be the next state superintendent of schools? A letter before us from a prominent superintendent says "Mr. Charles Skinner ought to be the man, but I fear the machine will grind another grist. The people will sometime rise and there are signs of a public sentiment on educational questions I have never seen before. This state might have a bright future, a glorious future."

State Supt. Crooker has issued a circular on the Professional Training of Teachers in which he refers to the Glens Falls summer school. "This school has been established for ten years. Most of the instructors are of national reputation and the best in their respective lines of work that there are in the country. This is a school, not for those who are working to secure a certificate, but for those who have already had some experience in teaching and who are ambitious to rise in their profession; for those who are teaching in ungraded schools and are desirous of fitting themselves for the work of a graded school; for those who have charge of grades and wish to fit themselves to become the head of a department, or to take charge of a school; for principals who wish to become superintendents; for superintendents who wish a survey of the latest educational thought that they may go back to their schools and inspire their teachers; in a word, for those who have already been fairly successful and wish to go higher. The students of this school have come from every state in the union and from every grade of school from the wayside rural school to the college."

He refers to the law empowering him to give state certificates to college graduates and to normal graduates. This law is: "He may also, in his discretion, issue a certificate without examination, to any graduate of a college or university who has had three years' experience as a teacher. He may also endorse a diploma issued by a state normal school or a certificate issued by a state superintendent or state board of education in any other state, which indorsement shall confer upon the holder thereof the same privileges conferred by law upon the holders of diplomas or certificates issued by state normal schools or by the state superintendent in this state."

Applications for the endorsement of state certificates and normal school diplomas issued in other states will not be approved, unless the state superintendents of such states extend a like courtesy to holders of state certificates and normal school diplomas issued in this state. The following states, so far as known, recognize state certificates and normal school diplomas issued in New York state: Alabama, New Jersey, Maryland (limited in time and renewable except in Baltimore), Florida, and Oregon.

N. Y. State Teachers' Institute.

The following is the program followed at the institute in Suffolk county:

MONDAY.

10.30	Registry of Members	
2.00	Opening Exercises,	
2.15	Interest versus Methods,	PROF. McLACHLAN
3.15	Child Study,	MISS EGgleSTON

TUESDAY.

9.00	Opening Exercises,	
9.15	Geography,	MISS EGgleSTON
10.15	Spontaneity and Control,	PROF. McLACHLAN
11.15	Geography,	MISS EGgleSTON
2.00	Opening Exercises,	
2.15	Geography,	MISS EGgleSTON
3.15	Principles underlying Methods,	PROF. McLACHLAN

WEDNESDAY.

9.00	Opening Exercises,	
9.15	Nature Study,	PROF. BARDWELL
10.15	Art of Questioning,	PROF. McLACHLAN
11.15	Nature Study,	PROF. BARDWELL
2.00	Opening Exercises,	
2.15	Equipment of District Schools,	PROF. McLACHLAN
3.15	Physiology,	PROF. BARDWELL

THURSDAY.

9.00	Opening Exercises,	
9.15	Elementary Language,	PROF. McLACHLAN
10.15	Drawing,	MISS RICE
11.15	Grasp in Arithmetic,	PROF. McLACHLAN
2.00	Opening Exercises,	
2.15	Drawing,	MISS RICE
3.15	Geography and History,	PROF. McLACHLAN

FRIDAY.

9.00	Opening Exercises,	
9.15	Drawing,	MISS RICE
10.15	Compulsory Education,	PROF. McLACHLAN
11.15	Drawing,	MISS RICE
2.00	Opening Exercises,	
2.15	Principal and Associate,	PROF. McLACHLAN
3.15	Observations on Teachers,	COM. FORDHAM

Utah.

The University of Utah at Salt Lake City opened September 25. It is expected that the enrollment will reach five hundred this year. An art department has been added.

The Utah school of physical culture opened September 24 with a good attendance. Miss Maud M. Babcock, a Harvard graduate, is principal. This is the second year of the institution.

The Hon. George Q. Cannon has offered a prize of \$100 for the best oration on some topic to be assigned by the university authorities, and delivered under the auspices of the class in social problems. The competition is also to be open to students of the Agricultural college, and to those of Brigham Young college at Logan, and to the students of the Brigham Young academy at Provo.

The Territorial Agricultural college at Logan, Utah, has opened with promises for a very prosperous year. Prof. J. H. Paul is the new president.

The public schools of Salt Lake City opened September 10. Notwithstanding the effort on the part of the board of education to furnish accommodations for all, each building was taxed to its utmost capacity. The school population has increased more than one thousand over that of last year.

The ceremonies attendant upon laying the corner stone of the new structure to be used by the Presbyterian Collegiate institute took place on Thursday, September 20. Ex-Governor A. L. Thomas and others made appropriate addresses.

The Salt Lake academy, under the auspices of the Congregational church, has been suspended, and a college organized in its stead. Prof. Henry K. Warren, for the past five years president of Gates college, Nebraska, is the new president.

Prof. T. B. Lewis, of Ogden, new territorial commissioner of schools, is shaping a policy which, if carried out, will give the cause of education in Utah a strong impetus.

School Attendance in Ireland.

Without the aid of any compulsory provisions and with only the partial aid of free education according to the London Times, the average attendance in Irish elementary schools in 1893 reached the total of over 527,000. This means an increase over 1892 of nearly 32,000, and of about 68,000 since 1881, notwithstanding that in the twelve years between 1881 and 1893 the population had decreased by 11 per cent., or a total of 560,000 people. This can hardly be considered as otherwise than a satisfactory progress; it certainly gives promise of a still better state of things for the present year.

One remarkable feature characterizing school attendance in Ireland deserves special mention—in England the number of boys at school exceeds that of girls by nearly 6 per cent., whereas, in Ireland the excess is nearly 2 per cent. on the side of the girls. This fact makes it abundantly clear that it is the boys in Ireland who are kept from school, and that, therefore, what is wanted is some enactment compelling boys between five and eleven years of age to be regular in their attendance at school or else to forfeit their chance of obtaining their "labor certificate" when they have reached the age of eleven.

Japan.

Americans who cannot succeed in their own country might learn something from the success of a Japanese in a foreign land. Mr. Aikawa of Gumma Prefecture who came to America seven years ago engaged in the fishing and lumber business in British Columbia, where he amassed quite a fortune. He carried it to Alaska where he went to Salmon fishing and latter began to export awabi and seaweed. There is a ready market for this in Japan and Mr. Aikawa has been so successful that he has engaged two services of two Japanese graduates of the fishery schools, as assistants.

Japan has an Industrial Girls' school called Dokuritsu Fōgakkō. It was founded in 1889 and situated in one of the suburbs of Tokio. Its object is to give instruction in the ordinary branches and industries to young women of the middle class. The first class was graduated last year, and though the means are limited, the board of managers feels encouraged. Strenuous efforts are being made to put the school on a better financial basis, and the pupils are holding a fair where they sell articles of their own making.

A traveler who has recently gone up the Yukon river to the Northwest territory writes that there are but two seasons there and the transition is rapid. By the time the snow disappears the flowers are already in bloom, and the migratory birds return before the snow is fairly gone. At one o'clock A. M., June 10, the daylight is bright enough to write by, and the sun is in the north. There had been no night since May First, and there would be no darkness for two months yet. The sun just dips below the horizon in the north and then re-appears. When the moon is about nine days old it disappears below the southern horizon and seems to know that it is not needed. In mid-winter she does not disappear at all when full.

Correspondence.

Learning to Spell.

An article in the London *Spectator* in reference to spelling has been widely copied and commented on by the press. The writer says: "We believe that spelling is a special faculty; and that the inability to spell is not due to a lack of brains or to lack of attention, but simply and solely to the non-possession of the spelling faculty."

Does such a statement commend itself to the common sense of people in general and of teachers in particular? Does not such an assertion strike one as pure nonsense? Can we conceive of a special faculty for comprehending and applying an art so inconsistent with rule and reason as is English orthography? A simple sentence which is found on almost the first page of many primers for children, "do go on," shows wherein lies one of the chief difficulties in spelling. Three different sounds are given to that one letter "o." Does the learning to pronounce d-o, *do*, prepare the pupil to spell *too*, *you*, *true*? Having learned that g-o is sounded *go*, will the poor child escape censure if it spells t-o for *too* or b-o for *bow*? Naming the letters, o-n, gives the pupil the impression that the word should be sounded *own*; and so the reason-destroying process goes on.

At the same time it is true that "seeing assists the speller." Not, because some persons have a specially "defective vision for spelling," as the *Spectator* thinks, but for the reason that the perception and memory of form are so much more active in some persons than in others. In my early days, when Webster's blue-black speller was the main dependence for youngsters, the children spelled the columns of words down, up, and across, naming aloud the letters of each word. They learned to spell by the jingle, and many did well at the exercise; but it was found that their writing, (spelling on paper), did not agree with their vocal spelling. The "Word Method" of learning to read was discovered twenty years ago, by J. Russell Webb; it soon became popular, and spelling was thereafter taught chiefly by writing. The word-picture, in print and script, was made the basis of learning to write as well as to read. This word method is still the one almost universally employed in the best schools, in connection with pictures.

But the typewriting machine has shown that the word method also fails to make good spellers. Why? Because there is no analytic comparison made between the word—the spoken word, and its written or printed representation. The children are not sufficiently instructed in speech. I mean that they are not taught the elementary sounds which compose the spoken language, *before* they are introduced to letters as the representatives of those sounds. Nor are they afterwards taught the art of reading by means of fonetic books, the letters of which show a correspondence between sound and sign. It may be said that this is impracticable. It is with the ordinary primers and readers, but not with books printed with "Leigh's Pronouncing Orthography" or the newer "Pronouncing Print." In using these books the pupil sees which letters have a meaning and which are silent. The attention is called to the agreements and disagreements between the spoken word and the printed. And it is to the habit thus formed, of *close attention to particulars*, that good spellers can be made, both in the primary schools and in the higher departments.

Dr. Harris, now commissioner of education at Washington, was for many years superintendent of the schools of St. Louis. He had Leigh's pronouncing orthography books used in the primary schools. In a letter which he wrote as an introduction to "Circular No. 8, 1893," he says, that by the use of these books the "children not only learned to read rapidly but they learned to spell the ordinary spelling much more correctly than other pupils. This was due to the fact that they noticed the silent letters more carefully. These children learned logical habits of analysis, and were more intelligent in regard to the meaning of what they read than others." In this circular Dr. Harris gives a specimen of Leigh's print. The pamphlet is a history of the spelling reform, and is sent free on application to the bureau of education, Washington, D. C.

Notwithstanding the excellent results achieved with the Leigh print, it has gone out of use in the New York and even in the St. Louis schools; principally, I think, on account of so many letters being modified in shape. Its failure to satisfy teachers led to the invention of "Pronouncing Print" which produces the same results without new or oddly shaped letters.

In using a pronouncing primer, the child does not name the letters, but reads by sound; pronouncing the under letter when the upper letter does not indicate the right sound, and omitting to sound the letters in skeleton type. After reading a lesson, the words are written by the pupil, who draws a line across the silent letters but does not write the under ones. Words having under or silent letters are *written many times*. Afterwards, all the lesson is written in the ordinary way without any marks. The pupil thus learns to spell with the understanding as well as the memory.

ELIZA B. BURNZ.

Number Badges.

After the elementary combinations, or tables, have been taught, and the child has used his objects and gained through them the required knowledge the next step is to secure accuracy and facility in the use of these results—that is they must be memorized. As a supplement to the usual practice and drill I found the interest of the children renewed and my own appreciation of their progress or shortcoming defined by the following device:

Cut the four-inch squares of colored papers into quarters making strips one-inch by four inches. Select a color for each lesson; as, yellow for the first lesson, red for the second, blue for the third, and so on. The previous session tell the children to provide themselves with pins for the purpose of pinning on badges you would like them to wear.

Distribute the paper strips and let each child prepare his own badge by copying from the board the "table" you have selected. (While some classes will do this neatly it would, for others, doubtless be best to have the badges prepared by a few trustworthy pupils.) Finally, request them to put on their badges and wear them till the next day when you will have them recite what is written on them. Some joyfully don the decoration while others look dubious at this public display of school-work; yet these may be encouraged by suggesting that they hide the badges under their ruffles, or laces, or lapels.

A creditable recitation from the yellow badge secures the privilege of reciting from the new or red one at the next lesson. But if the recitation is not acceptable it must be made so before another table may be recited. This will not give any trouble as the children will announce on rising what their color for the day is. Thus, each day, the industrious pupils will dis-

card the old paper for the new one, while the others wear the accumulated proofs of their laziness. But in this way this latter class seem to get a realizing sense of the debt they owe themselves and, with the teacher, encouragement, set to work to pay it off. In a short time a triumphant smile tells of its accomplishment.
H. L.
Philadelphia.

I send you a division in arithmetic, to wit a proof by inspection, of a long division example. Beginning with the remainder, if there be one, add all the figures of the several products, and if the example be correct the sum will correspond with the dividend. This is done without pencil or paper no figuring at all. The "process" which I have appended is merely a short method of proof to illustrate.
W. S.
Charleston, S. C.

1296)142128761234(109667254
1296

12528

11664

8647

7776

8716

7776

9401

9072

3292

2592

7003

6480

5234

5184

50

Process for explanation.

1296

11664

7776

7776

9072

2592

6480

5184

50

142128761234

The first thing in teaching how to prove division is to emphasize the fact that the dividend is the product of two factors, one of which is given and the other required. If the factor found is correct, it will yield the given product. That, when multiplied by the divisor, it yields the dividend shows that it is correct. After this longer, but more easily apprehended method of proof is clearly understood, the pupils are ready for a short cut such as the one presented by our correspondent. Short cuts are for business purposes and should be taught, but the rationale of arithmetical processes is what educates. Let the children have that first.

At an institute in this state there was a difference of opinion as to the reading of this number 2,018,008. Should it be two millions, eighteen thousands and eight? Or should it be two million, eighteen thousand and eight?
Westerly.
EVA R.

The latter is correct except the *and*; 904,081,046 is read nine hundred four million, eighty-one thousand, forty-six.

Can a number be divided by a larger one? In one of the papers taken here it is said not to be impossible.
T. L. P.
Detroit.

When we consider the matter of separating a number carefully we find there are two kinds of separating—one into parts, the other into groups. (1) A type problem for the first is, "John divides 12 cents among 4 boys." (2) A type problem for the second is, "John divides 12 cents among some boys giving each 3 cents."

In the first the size of the *part* is required; in the second the number of *groups*. In the first the number sought denotes the part; in the second the number sought denotes the group. Every number can be cut into parts. You can divide 4 by 5, 6, 7, 8, etc.—that is, cut 4 into five, six, seven, eight or more parts. When you desire to put a number into groups you cannot proceed if the number to be grouped is smaller than the number in the group. This is an impossible problem. "John divides 3 cents among some boys giving each 4 cents." But you can reason upon it like this, "If John had 4 cents he could make one group; if he had 2 he could make half a group." While you cannot make up a group with 3 cents it is satisfactory to know what part of a group you have.

The 1895 session of the Catholic summer school at Plattsburg, N. Y., is to last six weeks. The lectures will be upon Biblical studies, science, art, music, mental philosophy, church history, general literature, early English, German, and French literature, philosophy of rhetoric, social, scientific, and political economy. The following board of studies has been appointed: Rev. F. P. Siegfried, of Philadelphia, chairman; Rev. P. A. Halpin, S. J., of St. Francis Xavier's college, New York city; Rev. Joseph H. McMahon, of St. Patrick's cathedral, New York city; Brother Justin, of Manhattan college, New York city; John H. Haaren, of Brooklyn.

New Books.

In the science of psychology vast strides have been made in the past few years, and yet experienced investigators assert that it is still in a very rudimentary state. The field of the writer on the science has however been greatly widened—the different phases of mind are much better understood. In a volume entitled *The Psychic Factor*, Charles Van Norden, late president of Elmira college, has given a broad view of the present condition of the science. After defining the science and describing the methods of study, he proceeds to consider mind in general as shown in plants and animals and to describe the different stages in the development of the nervous system. Next consciousness is treated and the different phases of sub-consciousness, as sleep, dreaming, somnambulism, hypnosis, hypnotic sleep, personality, thought-transference, lucidity, and hallucination; then the psychology of diseases as hysteria and criminality, then the organs of sense, as the end organs of touch, taste, sight, smell, and hearing, and the muscular sense, and lastly the strictly mental faculties, as perception, memory, imagination, formal thought, the feelings, willing, etc. The noticeable thing about the book is the great difference in treatment of the subject in this and the older books. The intimate relation between mind and body is recognized; this gives firm ground, rendering intelligent study of manifestations of mind possible. The book is of moderate size and as free from technicalities as possible; the students of ordinary acquirements can take it up and read it with pleasure and profit. (D. Appleton & Co., New York.)

A volume representing much labor and containing many features of great usefulness is the *Laboratory Manual of Physics and Applied Electricity*. In its present form the book is chiefly the work of the editor, Prof. Edward L. Nichols, of Cornell university, of assistant professors George S. Moler, Ernest Merritt, and Frederick Bedel, and of instructors Frederick J. Rogers, Homer J. Hotchkiss, and Charles P. Mathews. It has been thought wise, instead of giving complete information to laboratory students, to encourage continual reference to other works and original sources. The manual is divided into two volumes and is designed for three classes of students differing from each other in experience, maturity, and purpose. The matter is so presented that the student is led to depend less and less on the book and more and more on his own resources. It is assumed that the student possesses some knowledge of analytical geometry and the calculus; also that he has completed a text-book and lecture course on physics. Special attention has been given to the needs of those who are preparing for engineering. In Parts I, II, and III, of Vol. II., there is a considerable amount of work in applied electricity, in photometry, and in heat, with particular reference to the training of engineering students. The final chapters consist of hints for advanced work. (Macmillan & Co., New York. \$3.00.)

In Maiden Meditation is the title of a little book by a writer who signs herself E. V. A. It is a series of meditations on such subjects as After the Ball, After Dinner, After Church, After a Wedding, etc., and consists of a chain of reflections on woman's relations, duties, hopes, opportunities, and desires. The author has gathered thoughts from a variety of sources and welded them together into delightful essays. They are worthy of careful reading by both men and women for the light they throw on the philosophy of life. (A. C. McClurg & Co., Chicago. \$1.00.)

To acquire a familiar knowledge of geography requires a lifetime. The mistake frequently made in school is the crowding of too many facts on the attention of the learner. A series of *Relief Maps* has just been issued which will help to impress upon the minds of the pupils the forms of the continents and countries. These maps are made in two forms—the cheaper ones of plain stiff paper, similar to drawing paper (these are to be substituted for and used as outline map blanks), the others of a stiff cardboard covered with a durable water-proof surface that can be quickly cleaned with a damp sponge, adapted to receive a succession of markings and cleansings. Oceans, lakes, and rivers, as well as land, appear in the same color, white, so as to facilitate the use of the map as a geographical slate. These relief practice maps of all the continents, of the United States, and of several sub-divisions, will be followed by maps of England, the Roman empire, etc. It is intended that the watersheds, rivers, lakes, bays, etc., shall be named by the pupils as the teacher points them out and marked in with lead pencil. Thus the pupil will acquire knowledge of the division studied gradually and naturally. The maps may also be used very profitably in the history class. (William Beverly Harrison, 59 Fifth avenue, N. Y. Maps 9½ x 11 inches, plain \$5 per hundred; with water-proofed surface \$10. Large map of the United States 10 x 15 inches, \$10. and \$15. per hundred.)

The object in teaching arithmetic is two-fold—to develop skill in arithmetical operations and power of applying principles. These are attained by constant practice in solving problems and in the exercise of the reasoning faculties. Many teachers acknowledge the necessity of having plenty of problems, but feel that the task

of preparing supplementary work, by reason of limited time, is a serious burden. It was to supply this want that the *Complete Graded Arithmetic* of George E. Atwood was prepared. The topical arrangement is discarded especially in the lower grades. The fact has been kept steadily in view that with children long continued practice is necessary to develop skill and fix principles. The work is divided into grades, the work of a grade being the work of a year. It has been the aim to relieve the teacher of all care except to see that the work is well done. Rules and definitions are given because most teachers believe that learning them after some knowledge of the processes is obtained aids in remembering those processes. The problems are very numerous and have been arranged so as to compel the closest attention of pupils. Great variety of statements will also be found, and the problems are so worded as to compel thought on the part of the pupil. Part first of this arithmetic contains work for the fourth and fifth grades. (D. C. Heath & Co., Boston. 45 cents.)

The Revolutionary and Civil wars have been pretty thoroughly treated in romance; that of 1812 has received comparatively little attention from story writers. Everett T. Tomlinson has undertaken to treat this period in a series of stories of which the first, *The Search for Andrew Field*, has just appeared. It is well known that one of the causes of the war was "the right of search" claimed and carried out by "Great Britain and as a result of this Andrew Field was "pressed." The author is thoroughly familiar with the territory in which the scene is laid and many are the adventures, perils, and difficulties met during the search. Andrew Field and his friends are manly American boys with a love for their country, and the story is full of life and spirit, manly in tone, and free from "slang," conveying much historical information and many lessons of manliness and courage. (Lee & Shepard, Boston. \$1.50.)

Six Minutes' Preparation for Reading Caesar, by Frederick B. Richardson, A.M., of the Cutler school, New York, is intended to furnish the necessary preparation for reading the first four books of Caesar in the shortest possible time. It is intended for very young pupils, but may be used with advantage by older ones. The main features are as follows: The rules of pronunciation are applied from the beginning. The verb is taught first, that the pupil may begin with complete sentences. The cases, with their more common meanings, are explained and illustrated one by one, and not until all are mastered is the declension given as a whole. Instead of the four principal parts, the three stems, the present, the perfect, and the perfect participle, are given. The stem only of nouns and adjectives (unless the nominative is very irregular) is given in the vocabularies. Many details of grammar are omitted, making the book small in size. The sentences in each article not only illustrate some new principle, but are also a review of many old principles. In each lesson the pupil is given explicit directions as to what to study. As the sentences studied are taken from the first four books of Caesar, after pursuing the course here laid down the pupil will have little difficulty in reading that classic. (Henry Holt & Co., New York. 90 cents.)

A revised edition of Isaac Pitman's *Complete Phonographic Instructor* has just been published. It contains the system first published in 1837 with numerous improvements added—a system that is now extensively used in all parts of the English-speaking world. The volume is designed to furnish, within the compass of a book of handy size, a complete presentation of phonography. This revision was made especially for American students. In place of parliamentary reports are given a speech by Daniel Webster and a sermon by Dr. Blair; the business letters bear names of American cities, and United States money is used instead of pounds and shillings. Many who contemplate the study of shorthand are asking themselves, Which system is the best? We can safely say they will make no mistake if they adopt the Isaac Pitman system. With this system well learned and a fair degree of intelligence and culture the young man or woman may feel certain of getting and retaining a good position. (Isaac Pitman & Sons, 33 Union square, N. Y. \$1.50.)

There are many blood purifiers, but only one Hood's Sarsaparilla, which is reliable, and which cures.

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[Selected from OUR TIMES, monthly, 30 cents a year.]

The Japanese Win a Great Victory.

A great battle was fought in Corea Sept. 14 and 15 at Ping-Yang (Ping-An) in which the Japanese were completely victorious. On the Thursday preceding a Japanese column made a reconnaissance, drawing the fire of the Chinese forts and ascertaining their position. At day break on Saturday an attack was made on the Chinese works on the right, left, and center, one of the attacking bodies being reinforced by a corps of marines from the Ta-Tong river. The Chinese had used the old defences at Ping-An and had thrown up new works, making the position an exceptionally strong one. The cannonading was kept up until two o'clock in the afternoon, when a body of Japanese infantry was thrown forward and maintained a rifle fire on the enemy until dusk. The Chinese defence suffered greatly, but the losses on either side were small, both the Chinese and Japanese having taken advantage of all the shelter available. The firing continued at intervals during the night; in the meantime, two Japanese flanking columns had formed a cordon around the Chinese.

At three o'clock Sunday morning all the Japanese columns attacked the enemy. The Chinese proved to be as weak in the rear as they were strong in front. They were taken completely by surprise, were thrown into a panic and hundreds were cut down. Those who escaped death, finding themselves surrounded, broke



and fled. Some of Viceroy Li Hung Chang's European drilled troops held their ground and were cut down to a man. The Japanese captured immense stores of provisions and munitions of war and hundreds of colors. Of the 20,000 Chinese engaged in the battle it is estimated that 16,000 were killed, wounded, and taken prisoners. The killed alone is estimated at 2,300. The Japanese loss was trifling. The only effective Chinese army in Corea is therefore destroyed, leaving the Japanese practically masters of the situation.

Within ten hours after the conclusion of the battle the military engineers had completed a field telegraph line from Seoul to Ping-An. A column of the Japanese was pushed forward to take possession of the mountain passes, and others were sent in pursuit of scattered bodies of the enemy.

Ping-An, where the battle was fought, is a natural stronghold, situated on the Ta-Tong river, about fifty miles from its mouth. This river is, next to the Yalu on the north, which separates Corea from China, the most important waterway in the country. In past centuries Ping-An has been besieged many times by Chinese and Japanese armies and many important battles have been fought in its vicinity. The people of the Ping-An and Whang-Hai prov-

inces are turbulent and have caused the Korean government much trouble.

While Chinese transports were landing troops at Yalu the Japanese fleet attacked the Chinese war ships, and a severe battle ensued. The *Chin-Yuen* and another Chinese warship were sunk and the *Chao-Yung* and *Yang-Wei* went ashore. The Japanese lost no vessels; several of them were badly damaged.

Points Toward which the Japanese are Moving.

The Japanese are reported to be advancing along the road to the Yalu river and doubtless have designs on Wi-ju, the big Korean town just across the Yalu river from the Chinese territory. This is the handsomest and cleanest city in Corea. It is located near the river on a hill, a mile wide by a mile and a half long, and is surrounded by long, high, and strong walls of cut granite. At intervals are towers with windows from which sentries can keep watch in every direction. There are many openings from which archers can shoot down on invading armies. Before the era of cannon the place was considered almost impregnable. Little can be seen of the city within except some of the red roof and porcelain copings, the tops of Buddhist temples, and the upper stories of official buildings, because of the height of the walls.

If the Japanese succeed in taking this city, their advance will be an easy one to the very gates of Mukden, the capital of the Chinese province of Shin-king, which is on the road to Peking and also on the road to Newchwang. This latter place may be the real object of the Japanese advance. It has an immense commerce with every port on the China coast from Tientsin down to Canton, and while its exports are very cheap, being beans, bean cake, and bean oil, they are three of the great necessities of Chinese daily life. Their transportation from Newchwang involves the service of hundreds of steamers, sailing vessels, and junks. Any interruption to its trade would be a thunderbolt to the Chinese coast, and would produce more consternation than the capture of Peking itself.

Peary Fails to Cross Greenland.

The steamer *Falcon* returned to St. John's, N. F., Sept. 15, bringing back all the members of the Peary party, except Lieut. Peary and two others who will remain at Bowdoin bay for another year. All the members of the party were well. Mrs. Peary came back with the others with her baby, born a month after the *Falcon* left for the north. On March 6 last the main expedition started across Greenland to Independence bay. The weather was very severe;



LIEUT. PEARY.

at one time the thermometer dropped to 55 and 60 degrees below zero, with a gale blowing at the rate of fifty miles an hour. Many of the dogs froze to death and the members of the expedition came near perishing. After the storm the four well ones continued onward for fourteen days. The dogs continued to die, however, and those left were unable to drag the sledges and provisions. It was therefore decided to return to headquarters, which was reached April 20. The party was absent forty-five days and only got 130 miles away. Considerable was done during the season to increase our knowledge of the country. A survey was made of the unexplored coast of Melville bay and 150 miles of it was charted. Lieut. Peary and his wife made a sledge journey to Olrik bay, 100 miles distant. The scientific observations were continued all winter. When the return party left, Lieut. Peary and five natives started for headquarters, where he will remain all winter. The men are well provisioned for a year and will be well looked after by the natives. It is proposed to try another expedition across Greenland in the spring.

An Unlucky Expedition.

On July 7 the iron screw steamer *Miranda*, 220 feet long and 31 feet of beam, left New York having on board a company of scientists, editors, and others, headed by Dr. Frederick A. Cook, surgeon and ethnologist of the Peary expedition, for a trip of pleasure and investigation, to the arctic regions. It was intended that the *Miranda* should enter Melville bay and go to the headquarters of Peary, and perhaps the sites of the winter quarters of Kane, Greely, and Hayes. The return was to be along the coast of Greenland and Labrador to New York, where it was expected that the vessel would arrive about the middle of this month. The vessel struck a rock seven miles off New Sukkertoppen, Greenland, Aug. 9, and



DR. FREDERICK A. COOK.

was abandoned at sea in a sinking condition Aug. 23. The members of the party were all saved and brought to Cape Breton in a fishing schooner, arriving there Sept. 5. Those acquainted with arctic travel say it was almost madness to attempt an expedition in northern waters in such a ship.

Andorra Wants to be Independent.

One of the most interesting little states in Europe is Andorra. It is nominally a republic, but is really under the joint control of the bishop of Urgel and the republic of France. The French suzerainty has existed since 1278 and has been acquiesced in by the bishop, but now the latter declares that the Andorrans must be rid of the French yoke. Geographically Andorra is a saucer at the top of the Pyrenees, lying between France and Spain, containing about fifteen square miles and inhabited by about 7,000 people, addicted to pastoral pursuits and smuggling. The magistrates are the commanders of the militia, of which Andorra has a force of 600. They decide cases that come before them with no regard for written law, for there is no written law in Andorra. One of them represents the bishop and the other the French republic. The appellate tribunal of one is named alternately by the bishop and the republic, and an appeal lies from the former to Urgel and from the latter to Paris.

Mount St. Elias on British Soil.—Three Rival Peaks.

The party that has been engaged in surveying the boundary line between Alaska and the British possessions has returned to Washington. The main body of the great region bought from Russia is definitely located on the 141st meridian. One of the most important results was to settle that Mount St. Elias was not on United States soil. Its height was found to be 18,023, or considerably higher than the estimate of several exploring parties. The most astonishing thing was the discovery of two, if not three other mountains farther inland on British territory that are higher than the famous saint's mountain. Of these, Mount Logan is 19,534 feet high, and there are two other nameless peaks that overreach Mount St. Elias by several feet.

Death of Gen. Stoneman.

Gen. George Stoneman, a prominent officer of the civil war, recently died in Buffalo. He was born in 1822, graduated from the United States military academy in 1846, and was in active service on the Pacific coast from 1847 to 1857. The cavalry of the army of the Potomac was organized by him. When the Confederate army evacuated Yorktown his cavalry and artillery pursued it and brought on the battle of Williamsburg. He succeeded Gen. Heintzelman as commander of the Third army corps. Subsequently he held commands at different points and did effective service. After the war he rose to the rank of major-general in the regular army; he retired August 16, 1871. In 1882 he was elected governor of California and served in that office with credit until 1887.

The World's Wheat Crop.

According to the estimate of the Hungarian minister of agriculture the world's wheat crop for the present year will amount to 2,476,000,000 bushels, as against 2,279,000,000 in 1893 and an average of 2,280,000,000 for the last ten years. Of this quantity the United States will probably furnish more than 500,000,000 bushels, 171,000,000 of which will be exported. A few years ago

Argentina did not produce wheat enough for its own wants; now it exports at least 50,000,000 bushels. The prices are rather low and probably will remain so.

Applications for Pensions.

According to the statement of Commissioner Lochren the work of the twelve months preceding July 1, 1894, reduced the number of pending pension claims from 711,150 to 619,027, or about 13 per cent. Of these 619,027 claims 159,519 are for increases of pensions under the act of June 27, 1890. There are now 287,209 claimants not on the rolls. The only chance of an increase of expenditures will come from acts of Congress adding whole classes of new pensioners or making increases in the rates of present classes.

The Situation in Europe.

There are signs that the Triple alliance *i. e.*, the peace compact between Germany, Italy, and Austria, is weakening, that the political situation in Europe is changing. It is rumored that an understanding has been arrived at between Germany and France, and that Premier Crispien is thinking about withdrawing Italy from the alliance and adopting a policy of neutrality. This would allow Italy to reduce the army, and bring the expenses within the income. Count Kalnoky's recent speech shows that the relations between Austria and Roumania are not good, while in Bulgaria the relations between Prince Ferdinand and ex-Premier Stambouloff are strained. It has been demonstrated, both in Germany and in France, that existing projectiles are useless against balloons. New cannons and new guns are necessary, and, consequently, new burdens must be imposed on the taxpayers.

The Chief of the French Bourbons.

Prince Louis Philippe Albert, of Orleans, count of Paris, chief of the royal house of France, died in exile, recently at Stowe house, Buckinghamshire, England. Had the Royalists succeeded in his lifetime in reestablishing monarchy in France, he would have become king. The fact that they did not seems never to have disturbed him much. He very sensibly spent his time in literary and other useful work. The count was passionately fond of children and interested in school reform. During the civil war in the United States, the count served as a captain of volunteers under Gen. McClellan, and this assures him a warm place in the hearts of Americans. Later he wrote a "History of the Civil War in America," in seven volumes, which has been characterized by Major General Schofield as "an exceedingly able work, free from prejudice and bias." He also wrote extensively for the magazines. The French government refused to revoke the edict of exile even after his death, and he therefore could not be buried in the family vaults at Dreux.

The Hawaiian Elections.

October 29 is the date fixed for the elections in Hawaii. Registration is in active progress. In some districts the natives have registered in considerable numbers; in others only a few of them have come forward. In spite of the recognition of the republic by the United States, many still have hopes that the queen will be restored. Her commissioners are very reticent, but it is believed they will soon announce that there is no hope of her restoration to the throne.

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The Grand Army Encampment.

The annual encampment of the Grand Army of the Republic at Pittsburg, Pa., brought together veterans from all parts of the country. Among the resolutions adopted was one of sympathy for the family of the count of Paris, who was a member of Gen. McClellan's staff during the war. A resolution was also adopted urging the teaching of patriotism in the schools of the United States, and the placing of a flag on every school-house and in every school-room in the land. A committee on patriotic teaching was added to the standing committees. Col. Thomas G. Lawlor, of Illinois, was elected commander and Major A. P. Burchfield, of Pittsburg, senior vice commander. The next annual encampment will be held in Louisville.

A Great Scientific Discoverer.

Prof. Hermann von Helmholtz, the celebrated physiologist and physician, died of paralysis in Berlin on Sept. 8. After studying medicine he became, in 1848, professor of anatomy in the academy of fine arts in Berlin. Later he filled professional chairs at Königsberg, Heidelberg, and Berlin.



PROF. HERMANN VON HELMHOLTZ.

His greatest work was a treatise on "The Conservation of Force," published in 1847, which set forth, for the first time, the interchangeability and indestructibility of all the manifestations of force in nature, such as light, heat, electricity, chemical action, and animal vitality. He showed also for the first time a difference in chemical composition between the active and quiescent muscles, and proved by means of ingenious devices, that thought is not instantaneous. Prof. von Helmholtz was a very successful lecturer on these and other subjects. Probably this century has produced no greater scientist than he was. In 1883, the German emperor conferred on him a title of nobility.

San Marino's President Dead.

The death of Pietro M. Tonnini, president of San Marino, one of the smallest republics in the world, occurred recently. San Marino, which contains only thirty-three square miles of territory, is perched on one of the eastern spurs of the Apennines, and is reached only by a single road. Its little army of 900 men could therefore offer a stout resistance to an invader. Small as the republic is, President Tonnini had to share his honors with another, for the republic has two executive officers, and they are selected for only six months. The grand council of sixty members elect a council of twelve, who in turn select the two presidents, or "captains-regent," who hold office for only one-half of a year. The San Marino republic has existed since early in the third century.

Germans Honor Bismarck.

A grand demonstration took place at Varzin in honor of Bismarck. People came from all parts of the German states to pay their respects to one who is looked upon as the father of United Germany. In his speech Bismarck dwelt upon the hostility of the Poles to the Germans, and said that forty-seven millions of

Germans would never consent to be ruled by two millions of Poles.

Great Forest Fires.

The long continued drouth in August and the early part of September made the fields and forests so dry that extensive fires occurred in several states, including Minnesota, Michigan, Pennsylvania, and New York. The fires in Minnesota were so extensive as to amount to an appalling calamity. The town of Hinckley was destroyed and many others in the vicinity suffered severely. Hundreds of people who were deprived of their homes sought refuge in Duluth. Several hundred people lost their lives. Assistance poured in from all quarters. Even the sultan of Turkey was a contributor to the relief fund.

Ocean Record Broken Again.—The *Lucania* reached Queens-town on the morning of Sept. 14, having made the trip from New York to that place in 5 days 8 hours, and 25 minutes, reducing the record by over two hours.

No Danger of War in Europe.—M. Witte, the Russian minister of finance, says the outlook in Europe for peace is a hopeful one. There is no intention of making Bulgaria a Russian province.

The War in Lombok.—The insurrection in Lombok an island east of Java, is violent. The native island king has joined forces with the natives, and unitedly they are doing all they can to throw off the Dutch yoke.

International Peace Congress.—The body met in Perugia, Italy, Sept. 13. Signor Bonghi in his address blamed the press for exciting feelings of hatred between Italy and France.

Religious Riot in India.—In the city of Pona, in the Bombay presidency, a fight was caused by the disturbance of Mohammedan worship by the music of a Hindu procession. The Mohammedans were defeated and then the Hindus sacked the mosque and attempted to burn it.

Samoa Peaceful Again.—The British warship *Buzzard* threatened some time ago to bombard Aana, whereupon the rebel chiefs went on board the *Curacao*, acknowledged their submission to King Malietoa, and gave up 100 guns.

The French in Madagascar.—A minister has been sent to Madagascar with a view of establishing an effectual French protectorate over the country. This means also a French representative in the island with power to deal with foreign questions.

Mexico in Good Condition.—The message of Pres. Diaz states that the finances are in good shape; railroad building throughout the country is active. Since April 1 last the Mexican government has sold 1,000,000 acres of land to private individuals.

Ships Steered by Electricity.—A Frenchman has invented an apparatus that performs the work of a helmsman. When the vessel gets off the course for which the instrument is set, an electric current starts a motor and moves the rudder until the vessel returns to her proper course. After a two months' trial the apparatus is reported to have worked very successfully.

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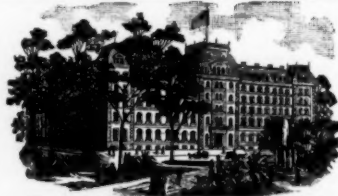


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General Notes.

OUR TIMES for October is an exceedingly bright number. The leading article is an account of the efforts for a reconciliation between the civil and ecclesiastical powers in Italy, with portraits of King Humboldt, Premier Crispi, and Pope Leo XIII. The Cook and Peary expeditions are described, with portraits of the leaders. In addition there are portraits of Prof. Koch, Prof. Helmholtz, Sir Isaac Pitman, and Gen. Banks. Japan's great victories are described: a map shows where the battle took place. There is an article on the city of Vienna with map, and there are others on the Mexican boundary survey and a strange people in the Caucasus region, with illustrations. Besides, the number contains other features that will recommend it to teachers and pupils.

"Necessity is the mother of invention" is a concise expression of a well-known truth. Writing with the pen was too slow for the nineteenth century and the typewriter was evolved. All who have much writing to do should avail themselves of its assistance. One of the popular machines of the day is the Smith Premier. A full description of it may be obtained of the Smith Premier Typewriter Co., Syracuse, N. Y.

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An analysis of the 13,669 signatures in the visitors' book at Shakespeare's birthplace for the year ended March 31 last, shows that thirty-eight different nationalities were represented. England and Wales contributed 10,779 of these pilgrims; America, 1,682; Scotland, 296; Ireland, 206; Germany, 108; Canada, 96; Australia, 87; India, 67; Africa, 63; France, 53; New Zealand, 36. Four each came from Japan, Java, and Portugal, but only two from China and Egypt, and one from Denmark.

J. Selwin Tait & Sons announce "Cavalry Life in Tent and Field," by Mrs. Orsemus B. Boyd; "Two of a trade," by Mrs. McCullough William, and "Athletics for Physical Culture," by Theo. C. Knauff.

Julian Ralph is now on his way to the Orient, where he will make for *Harper's Weekly* and *Harper's Magazine* studies of the topsy-turvy conditions that obtain upon the world's farther side. Upon his arrival in Japan he will quickly forward accounts of whatever he may witness of the war between that country and China, of the gathering of the naval representatives of all Christendom, and of the peculiar scenes attendant upon the war. He will be met at Yokohama by C. D. Weldon, the artist, who has long been familiar with Oriental life, and who will co operate with Mr. Ralph in this work.

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The pleasing announcement comes from Macmillan & Co. that they will issue in September Bartlett's long promised "New and Complete Concordance, or Verbal Index to Words, Phrases, and Passages in the Dramatic Works of Shakespeare." Mr. Bartlett has been engaged in this work for more than twenty years. Altogether there are some 400,000 entries in the book. References are given not only to acts and scenes, but to lines as numbered in the Globe edition. Mr. Bartlett's reputation is already wide as the author of "The Familiar Quotations," but this book must at once extend it much further.

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Among the contents of *The Forum* for September is a unique article on "Home-Life in India: Child-Marriages and Widows," by Purushotam Rao Telang, a high-caste Brahmin who has spent more than a year in the United States studying our social institutions and customs. Mr. Telang writes the first explanation, we believe, that has ever appeared by a Hindu in the United States, of the custom of child-marriages and of the forbidding of the marriage of widows in India—two subjects that have long been topics of earnest missionary discussion.

George du Maurier's "Trilby," for which in book form there has been great demand, will be issued by Harper & Brothers on Sept. 7.

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